DOCUMENT RESUME

ED 195 848 CE 027 603

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TITLE Common Core Units in Business Education: Working with People.
INSTITUTION California State Dept. of Education, Sacramento.: Contra Costa County Superintendent of Schools, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 77
NOTE 76p.: For related documents see CE 027 585-604, ED 105 274, and ED 186 729-730.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Business Education: *Competency Based Education: Core Curriculum: Distributive Education: *Human Relations: *Individualized Instruction: Interaction: Interpersonal Competence: *Interpersonal Relationship: *Job Skills: Learning Activities: Office Occupations Education: Performance: Resource Units: Secondary Education: Units of Study
IDENTIFIERS California Business Education Program Guide

ABSTRACT

This secondary unit of instruction on working with people is one of sixteen Common Core Units in Business Education (CCUBE). The units were designed for implementing the sixteen common core competencies identified in the California Business Education Program Guide for Office and Distributive Education. Each competency-based unit is designed to facilitate personalized instruction and may include five types of materials: (1) teacher's guide, which provides specific strategies for the units as well as suggestions for the use of the materials: (2) a student manual, which directs the student through the unit's activities and jobs and brings the student to the competency level for the unit: (3) working papers, which are consumable materials used in completing the jobs and activities described in the student manual: (4) pre/post tests and quizzes: and (5) suggested electronic media. A strategies manual and the California Business Education Program Guide and supplements are also available--see note. (LRA)

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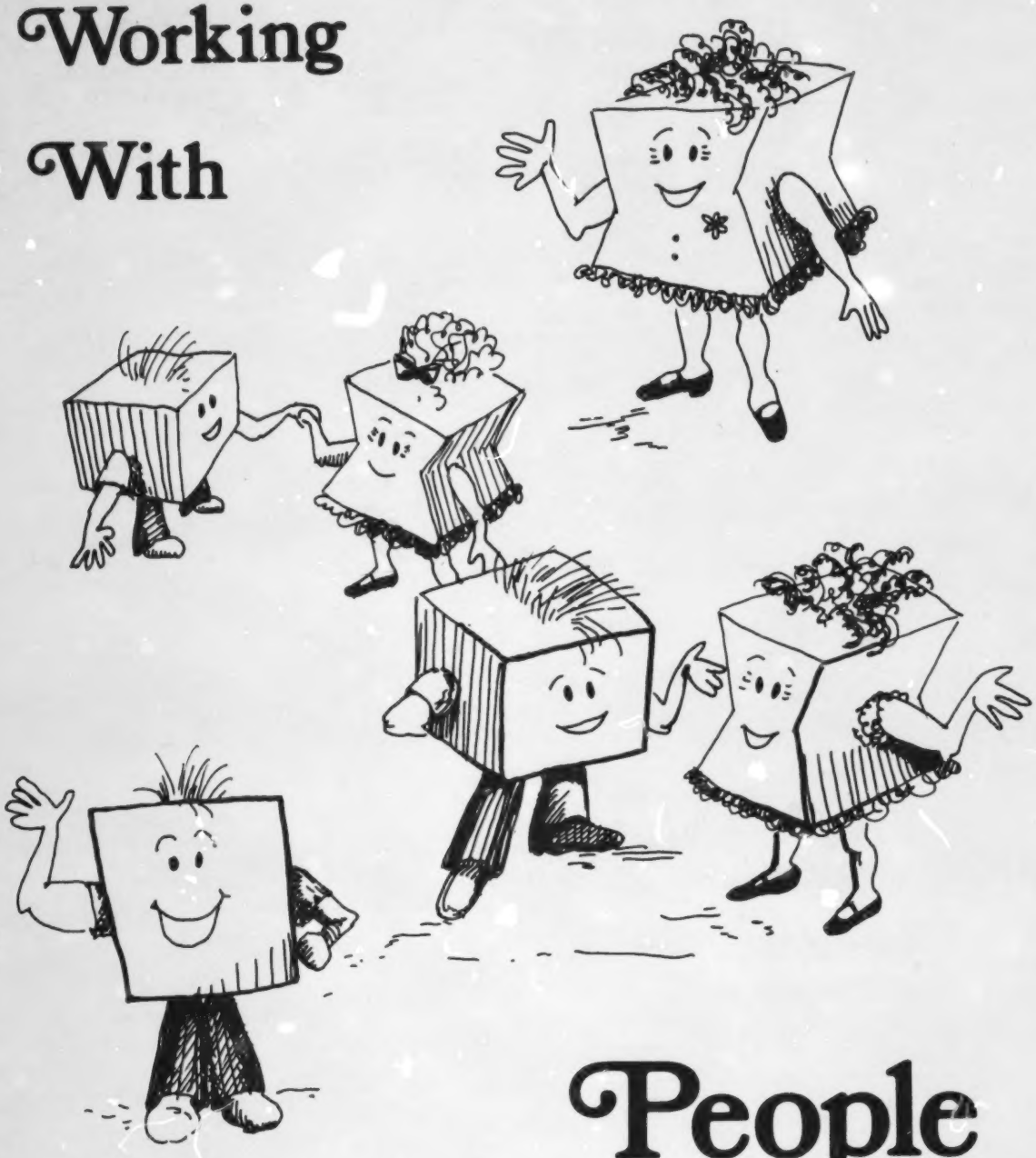
Working With



People

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CUBE

COMMON CORE UNITS IN BUSINESS EDUCATION

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WORKING WITH PEOPLE

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STOP NOW IF YOU'VE BEGUN THIS ACTIVITY ALONE!

Can you imagine learning to swim without water
or how to drive without a car?

Similarly it's just as impractical to complete this Student Manual,
WORKING WITH PEOPLE,
without them – PEOPLE!

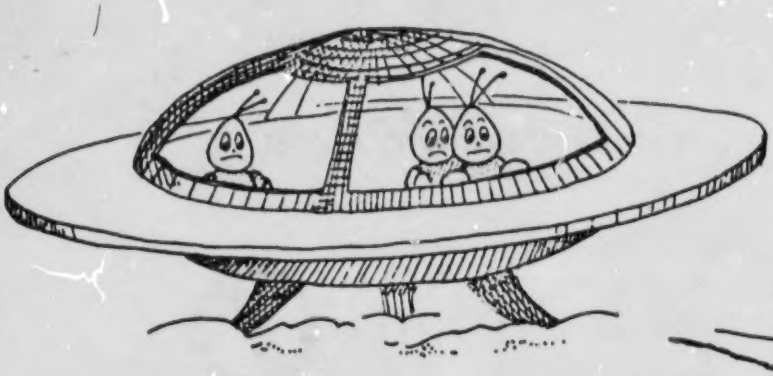
Of course, it can be done.

You can pound nails without a hammer too, *B U T* the amount of your success and personal satisfaction will be significantly increased if you can form a small group to participate in this experience with you!

HOW CAN YOU FORM A SMALL GROUP?

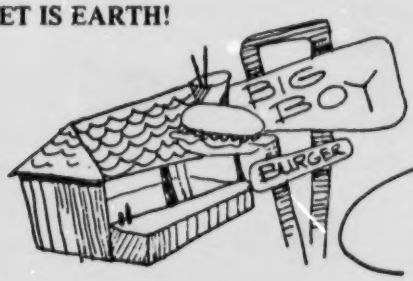
It's simple. Ask other people to join you. This is your last opportunity to ask someone to share this experience. If you feel shy or uncomfortable with this idea, here's another. Ask your instructor to announce a possible starting date that is convenient for others to join you. You can all then look forward to starting WORKING WITH PEOPLE!

IF NOT AND YOU'RE EAGER TO BEGIN . . .
START BY TURNING THE PAGE!



IMAGINE YOURSELF AS PART OF A SMALL TEAM OF EXPLORERS WHO HAVE JUST LANDED ON ANOTHER PLANET !

THE PLANET IS EARTH!



LIFE IS FLOURISHING! PROSPERING! THRIVING! GROWING!
YOU WANT TO LEARN AS MUCH AS YOU CAN ABOUT HUMANS.
IT'S NOT A SIMPLE TASK.
HUMAN NATURE IS COMPLEX AND SOMETIMES STRANGE.
YOU MUST LEARN HOW THIS CIVILIZATION COMMUNICATES,
HOW THESE PEOPLE INTERPRET THEIR ENVIRONMENT.
IN ORDER TO DO SO,

YOU MUST BE ABLE TO WORK WITH THESE EARTHLINGS SUCCESSFULLY!

THIS SPACE EXPLORER'S MANUAL WILL PROVIDE YOU WITH THE BACKGROUND TO ACHIEVE THIS GOAL. NOT ONLY WILL YOU LEARN SOMETHING ABOUT THEM, YOU'LL ALSO BE LEARNING MORE ABOUT YOURSELF.

KEEP IN MIND THAT SOMETIMES THESE EARTHLINGS ARE *WEIRD* !

INTRODUCTION

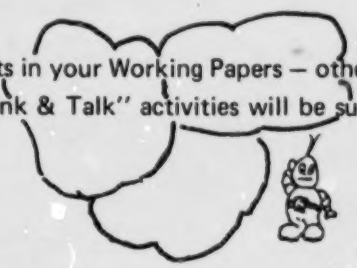
THIS STUDENT MANUAL *has been designed to give you PRACTICE at getting along with people successfully. Be careful not to take for granted any moment during these activities when you are with other people. The activities contained in this package are purposefully planned to give you a chance to try new ways of relating with people* or changing *some of your old habits into more successful ones. Each exercise is paced and designed to provide YOU with an opportunity to apply what you have learned.*

IT'S NOT EASY – NO ONE CAN DO IT FOR YOU, *but you can help one another through sincere and supportive behavior.*

YOUR GOAL IS TO FORM A SUCCESSFUL GROUP OR MINI-ORGANIZATION *which functions well and provides its members with positive experiences.*

IT'S UP TO YOU TO MAKE IT HAPPEN. *No one else can be responsible for the failure of your group OR TAKE CREDIT FOR ITS SUCCESSES!*

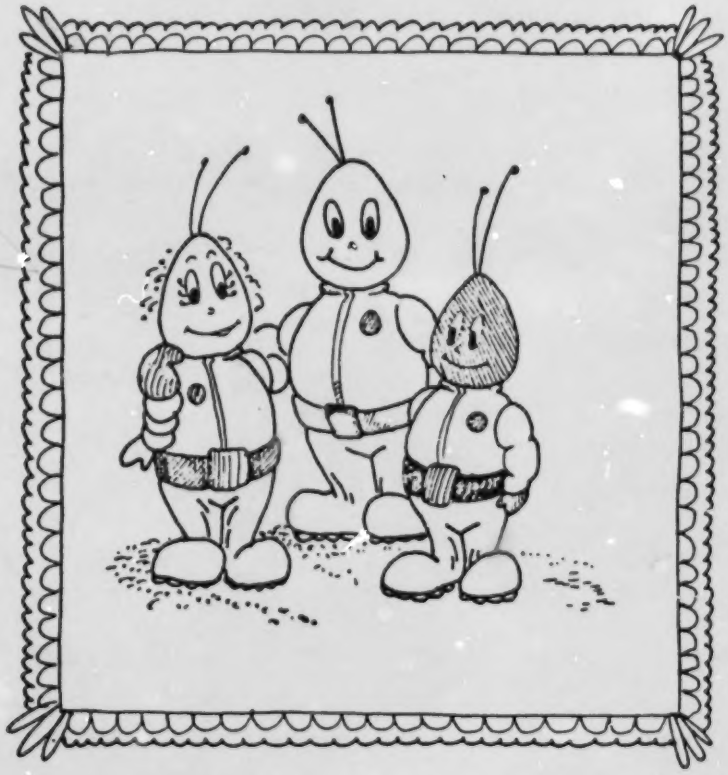
Be careful! Sometimes you are asked to write down your thoughts in your Working Papers – other times, you are asked only to THINK & TALK IT OVER! "Think & Talk" activities will be surrounded with clouds to remind you.



READ THE NEXT PAGE FOR SOME IDEAS ON
HOW YOU CAN BECOME PART OF THE "PICTURE OF SUCCESS!"

Some simple ideas which may help you succeed in a new group or your first job or at a new school!

* Relax, don't come on too strong
* Be friendly and cooperative
* Try to understand the other people
* Accept suggestions politely from others
* Do your best
* Listen carefully
* Avoid rumors and gossip
* Be trustworthy – prove you can be trusted



BEFORE YOU KNOW IT YOU WILL BE ONE OF THE GROUP! YOU WILL BE ABLE TO WORK SUCCESSFULLY TOGETHER AND APPRECIATE THE REWARDS OF BEING PART OF THE TEAM.

A GOAL - AN OBJECTIVE FOR YOU

TO ASSIST YOU IN DEVELOPING THE ABILITY TO WORK SUCCESSFULLY WITH THE PEOPLE YOU COME INTO CONTACT WITH (WHOMEVER THEY MAY BE!)

MANUAL DIVISIONS

OR WHAT'S INSIDE?

- *1 Creating a space to emphasize enthusiasm and trust.*
- *2 Getting to know others AND letting others know you.*
- *3 Learning more about yourself OR what you can tell you about yourself.*
- *4 What others can tell you about yourself.*
- *5 Putting it all together*

OR WORKING WITH PEOPLE

AND FURTHERMORE . . .

This Student Manual will give you many opportunities to learn more about yourself and how others see you. It is an experience which will give you guidelines for self-evaluation and growth. If followed, it may enhance your personal life and increase your job satisfaction!

Section One: Creating A Space

LET'S GET STARTED!

Activity 1

ENJOY THE FACES OF SMILING PEOPLE

In this activity you will have the opportunity to become aware of the positive energy and enthusiasm which can come from successful relationships! ASK YOUR INSTRUCTOR FOR THE FILMSTRIP,

SMILING FACES, WARM RELATIONS.

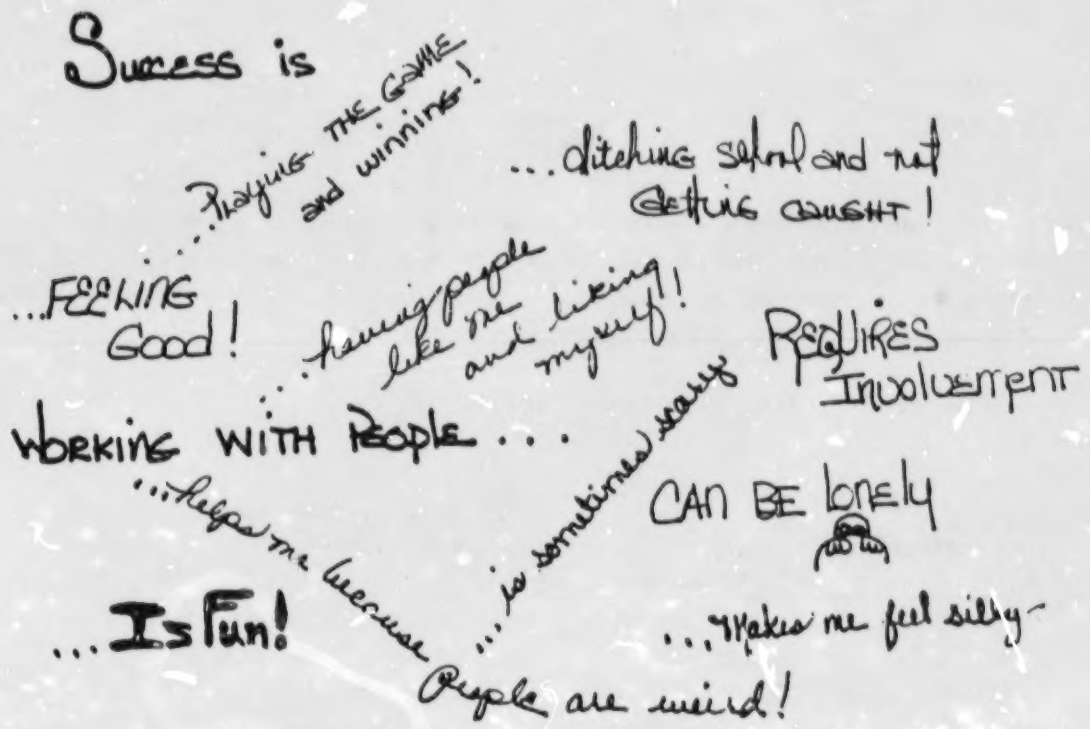
As you watch the filmstrip, be aware of the people and their attitudes or behavior which were necessary for this group's success! The filmstrip is divided into sequences dramatizing how the group found solutions to their problems. The solutions were based on the group's *attitudes*. Listen carefully to Veronica's thoughts which contain the attitudes that helped their group achieve its goal.

WHAT TO DO? Write down at least 4 of these attitudes in your Working Papers, page 1, and compare your analysis with that of the others in your group.

and now

ELECT A GROUP LEADER to guide discussions and report the daily progress of your group to your instructor. When activities call for a discussion, comparison or just plain "talk", it will be the group leader's responsibility to help it occur. WRITE HIS OR HER NAME IN YOUR WORKING PAPERS AND REPORT IT TO YOUR INSTRUCTOR.

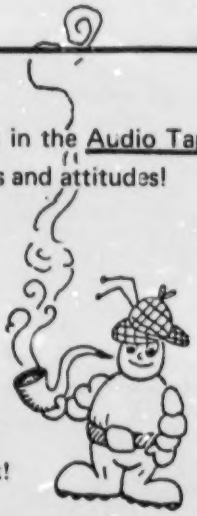
Activity 2



On a large sheet of butcher paper (which your instructor may be able to supply you) OR in your Working Papers, Page 1, write your thoughts on "SUCCESS IS . . ." and "WORKING WITH PEOPLE . . .". The large sheet of paper might be hunt up in the room for additional activities and will serve as a positive reminder of the qualities you have already learned. If the butcher paper is unavailable, remember to consult your Working Papers when you need this kind of information again in the packet.

Activity 3

The attitudes portrayed in the slide show are more fully explained in the Audio Tape No. 1. This is also a most convenient way to learn positive personality traits and attitudes!



So . . . put on your Sherlock Holmes hat
and grab your well-chewed pipe
because you're going to do some detective work!

ACTIVITY 3 CONTINUED

Ask your instructor for Audio Tape No. 1 and for a tape player. You will be hearing from Veronica and the rest of the star filled group the following attitudes:

Adaptability	Dependability	Tact	Patience	Cooperation
Initiative	Enthusiasm	Honesty	Loyalty	Courtesy
		Self-Control		

YOUR TASK will be to identify which of the characters in the audio tape are showing one or more of these attitudes or traits. When you think you have the answer, put that person's first-name initial next to that trait in your Working Papers, Page 1. The names of the people in the group, in alphabetical order, are Andy, George, Margie, Robert and Veronica.

BUT HOW WILL YOU KNOW WHICH TRAIT THEY POSSESS?

Here's some examples:

COURTESY:	Let me help with that. I can see your hands are full.
ENTHUSIASM:	That sounds like a good idea! You're quite clever!
INITIATIVE:	This seems to be a solution. I'll plan the first step.
TACT:	I understand how you feel, perhaps we can compromise.
PATIENCE:	Although this annoys me, I'll try it for another month.
DEPENDABILITY:	You always come through with your promises!
SELF-CONTROL:	My fist wants to punch you in the nose, but I'll listen to your explanation first!

After you have decided on the appropriate matchings of attitude and character from the audio tape, share your findings with the group.

*** Find at least one other person who has the same answer on an attitude as you. Have this person initial that attitude as "proof" of their agreement in your Working Papers next to that particular attitude.

PIPE & HAT

TRUSTY **** BECAUSE

YOUR ****** THERE ARE

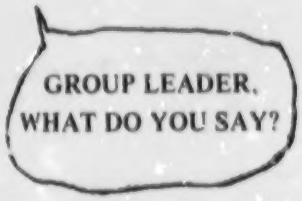
MISPLACE ******** MORE

DON'T ********** MYSTERIES!

Throughout this manual you've been seeing two words appearing again and again. By now you should have enough information to be able to define them.

***** On your large sheet of butcher paper (or in your Working Papers, Page 1, write what *your group* decides to be a good definition for

PERSONALITY & ATTITUDE.



A textbook answer is located on Page 40 of this Manual. Before turning to the provided answer, try first to write your own definitions.

HOW DO YOUR DEFINITIONS COMPARE?

Activity 4

BY NOW YOU MUST HAVE MANY GOOD IDEAS AS TO WHAT IT TAKES FOR A GROUP TO FUNCTION SUCCESSFULLY. Think back to the filmstrip, refer to your Working Papers for ideas which will help you to answer the following questions in your Working Papers, Page 2.

GROUP LEADER – YOU MAY BE NEEDED HERE!

a. List three traits you believe a group needs to succeed.

b. List three traits YOU HAVE which will help your group succeed.

c. Tell the group about your two lists (from a and b). Share with your group the traits you have which might benefit the group. After each person has shared their lists, discuss what your group has to work with in terms of human ingredients. Put as much effort into it as you would if you were making your favorite cake! Be sure to include those attitudes and habits important to the functioning of any group or business. Read over the traits listed in the "POT OF GOALS" on the next page for some additional ideas.

d. On your large sheet of butcher paper (or in your Working Papers, Page 2) add the list of what your group believes is important to ITS SUCCESS. Keep the list handy so it can be reviewed each day.

Activity 5

SUCCESS ALSO MEANS AVOIDING STEREOTYPES!
TRY TO SOLVE THIS RIDDLE!

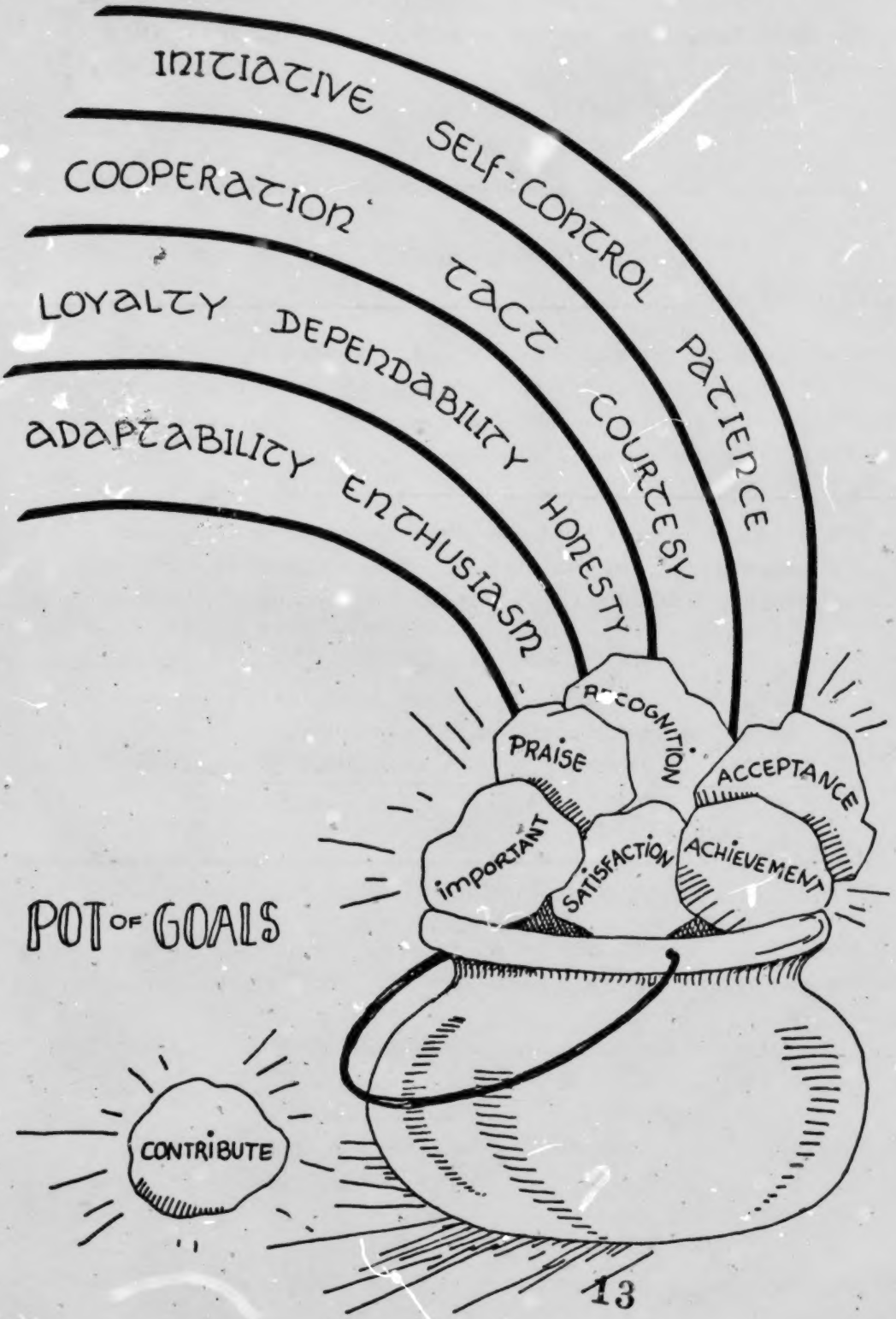
Without telling anyone your solution, write it down in your Working Papers, Page 2. When everyone is ready, compare your answers. Check your answer with the one given on Page 40 of this booklet.

RIDDLE: A high school student was falsely accused of a neighborhood theft. He was the son of a skillful lawyer who quickly cleared the boy of any connection with the crime and had him subsequently released. When his father was complimented on his expert legal knowledge, he replied

WHY I HAD NOTHING TO DO WITH IT!"

The question is – WHO DID CLEAR THE BOY OF THE CRIME???????

STEREOTYPES ARE ALL AROUND US . . . in the magazines we read, television programs we watch, and the language we use.


INITIATIVE
SELF-CONTROL
PATIENCE
COOPERATION
TACT
COURTESY
LOYALTY
DEPENDABILITY
HONESTY
ADAPTABILITY
ENTHUSIASM
PRAISE
RECOGNITION
ACCEPTANCE
IMPORTANT
SATISFACTION
ACHIEVEMENT
POT OF GOALS
CONTRIBUTE

Activity 6

IN A DICTIONARY, look up the word PREJUDICE.
In your own words write the definition in your Working Papers, on Page 2.

THE SENTENCES BELOW are examples of prejudiced stereotypes which are often used to characterize groups of people. *Each person* in your group, please choose a sentence, read it aloud and tell the group why this may be untrue or harmful to this group.

KEEP IN MIND THIS SECOND PART OF ACTIVITY 6 IS A "THINK AND DISCUSS" ACTIVITY.

(GROUP LEADER . . . you can probably give the group some help here by offering to go first!)

Blacks are Good Dancers!
All class Presidents are Boys!
Smart People wear Glasses!

Activity 7

IMAGINE THIS!

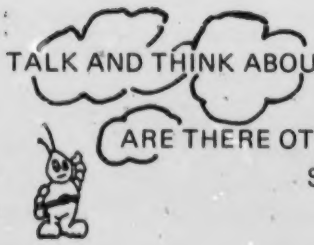
IMAGINE THAT ONE OF YOUR FRIENDS HAS ARRANGED A BLIND DATE FOR YOU FOR NEXT SATURDAY NIGHT.

ALL YOU KNOW ABOUT YOUR DATE IS THAT . . .

GIRLS: HE IS A FOOTBALL PLAYER! BOYS: SHE IS A COMPUTER STUDENT!

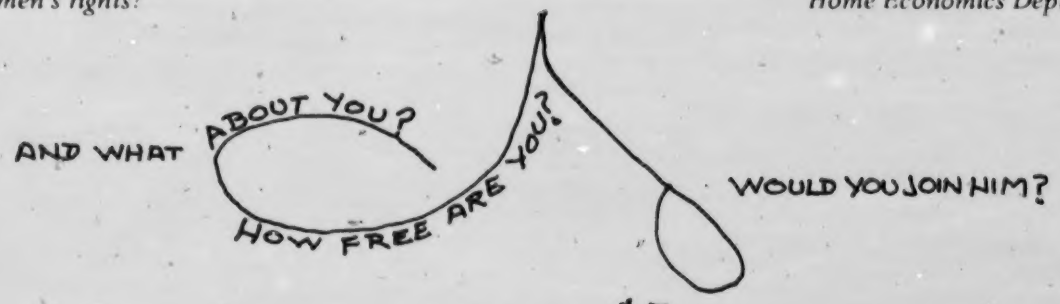
Write your answers to the following questions in your Working Papers, Page 2:

1. What do you think he or she will be like?
2. What problems might arise during the date?
3. Where do you think he or she might like to go? Why?


TALK AND THINK ABOUT THIS. . . (you don't have to write out an answer!)
ARE THERE OTHER SITUATIONS IN WHICH YOU MIGHT HAVE SOME PREJUDICED ATTITUDES?

What would you think of a friend who tells you she joined the National Organization for Women, a local group for women's rights?

What if a friend tells you HE likes to sew and would like to take a class with you next year in the Home Economics Dept.?

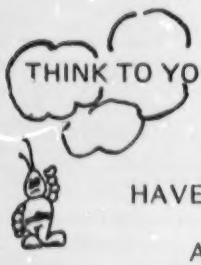


Activity 8

Can you think of some physical characteristics which are also used to stereotype people? What are some others besides

"Fat" or "Bald" ?

NAME THREE AND WRITE THEM IN YOUR WORKING PAPERS, PAGE 3.



HAVE YOU EVER BEEN PREJUDICED OR STEREOTYPED ON THE BASIS OF

AGE SEX

APPEARANCE NATIONALITY

SCHOOL ATTENDANCE

AREA IN WHICH YOU LIVE? PLACE YOU SIT IN A ROOM?

Activity 9

**RESPECT FOR PEOPLE'S DIFFERENCES IS EQUALLY IMPORTANT.
FINISH THIS STORY IN YOUR WORKING PAPERS.**

Imagine some boys playing together. One boy says they should have a race. Another boy, who is smaller than the rest, states that he does not want to run in the race. He starts to walk slowly away from the others, but he is stopped by the boy who suggested the race.

WHAT WILL HAPPEN NEXT? Why doesn't the boy want to race? How did the other boys react to the situation? Finish this story in your own words on Page 3 in your Working Papers. After you have finished, compare your ending with the others in your group. Then look on Page 40 for another possible ending.

Activity 10

UNDERSTAND THAT CULTURAL OPEN-MINDEDNESS PROMOTES TOLERANCE TOWARD YOUR CO-WORKERS, FRIENDS AND CLASSMATES.

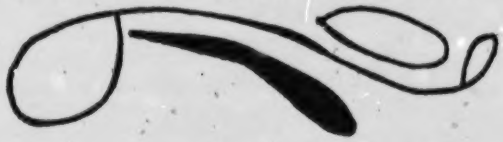
This is another critical concept. To help you understand this concept, track down in your trusty dictionary the origins or etymologies (which means where the words come from) of any 10 words in the bottom paragraph which are underlined. You will be surprised how dependent we are on other languages!

7 **her·o·ine** (her′ō·in), *n.* **1.** a woman of heroic character: a female hero. **2.** the principal female character in a story, play, etc. [L. f. L. f. Gk., fem. of *hērōs* hero]

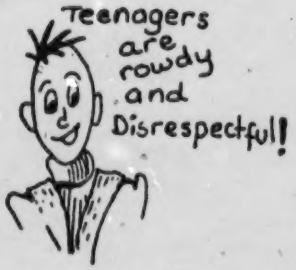
HERE'S HOW TO FIND THE ORIGIN IN YOUR DICTIONARY. It may appear at the beginning or end of a definition. "Heroine" will be our example and the etymology or origin appears at the end. This means that the English word was taken from the Latin and the Latin word was taken from the corresponding masculine word, Hero. An index describing what the abbreviation means is usually found at the beginning of your dictionary. (Use Page 3 of your Working Papers to write the word origins.)

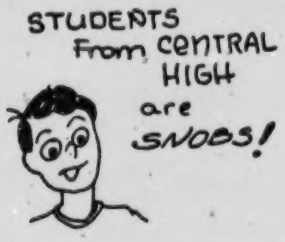
"Wednesday, the thug loafed at a damask-covered table on the balcony of the cafe. He scanned a cosmopolitan menu which included items like: apple pie, goulash, sugar cookies, Roquefort cheese, pizza, stroganoff, enchiladas, and a bubbling cider. All this and much more was spread out as a tempting smorgasbord. He ordered only a chocolate flavored coffee. At the next table was a beautiful, self-assured brunette in a lemon-colored frock with kimono sleeves. He diverted his attention while he deciphered a code on the back of the paper menu; it arranged his rendezvous with a canny smuggler of tea cargoes."

ARE YOU SURPRISED HOW MANY WORDS ARE NOT PURE ENGLISH?



HUMAN BEINGS SHARE MORE SIMILARITIES THAN DIFFERENCES.
YET EXISTING DIFFERENCES ENRICH OUR LIVES!
NATIONALITY, RELIGION, PHYSICAL APPEARANCE, AGE & SEX
ARE OFTEN USED TO STEREOTYPE PEOPLE.





Try to avoid these generalizations and judge people rather on their merits and abilities. Respect for our differences, whether they be cultural or religious or hobbies or clothing tastes, makes life more interesting. EACH person has some contribution to make to the group.

It is working as a team and allowing for these differences which will make YOUR group successful.

THINK ABOUT IT . . . Have you been stereotyping someone in your group?

THEREFORE: Everyone is important in an organization or group.
Each person must contribute if it is to function well.
Everyone must take responsibility for their share.

Activity 11

This activity is designed to show you how important *everyone* is in your group. Without the participation of each one of you, the mystery cannot be solved! (and in the process of solving the puzzle – have fun!)

THE SCENE: THE CALIFORNIA GOLD FIELDS

California gold was first discovered in 1848 in the Sacramento Valley. The area where large strikes were discovered was called the "Mother Lode" Route. Within weeks of its discovery, rumors had spread along the Pacific Coast extolling and exaggerating the wealth to be found. Almost overnight ramshackle mining villages such as Red Dog, Grub Gulch and Poker Flat sprang into existence. Fortunes were made and lost in the glamorous parlors of San Francisco, where a shot of whisky cost a pinch of gold!

You now have the opportunity to discover the location of the CITY where your own gold mine is waiting to be found.

THE MECHANICS:

Ask your instructor for (1) a map of California and (2) the clues to the solution of the mystery. Select one person (who will also participate in the game – perhaps your fearless group leader!) to be the timekeeper. You will have only 20 minutes to find the *city* where the "Lost Horizon's Gold Mine" is hidden. Form a half circle around the map of California so that all of you will be able to look for the mine's location. The time keeper will read aloud the following paragraph to the group:

> "The only rule of the game regards the clues. No one may read the clue of another person. Clues may not be passed around the group to be read individually. Only the holder of the clue may reveal its content. As a group you may organize yourselves in any way necessary to discover this highly guarded secret. You will have 20 minutes."

The timekeeper will now distribute all of the clues. GOOD LUCK! When you believe you know its whereabouts, write your answers on Page 3 of your Working Papers and share your "secret" with your INSTRUCTOR!

YOU AND YOURSELF

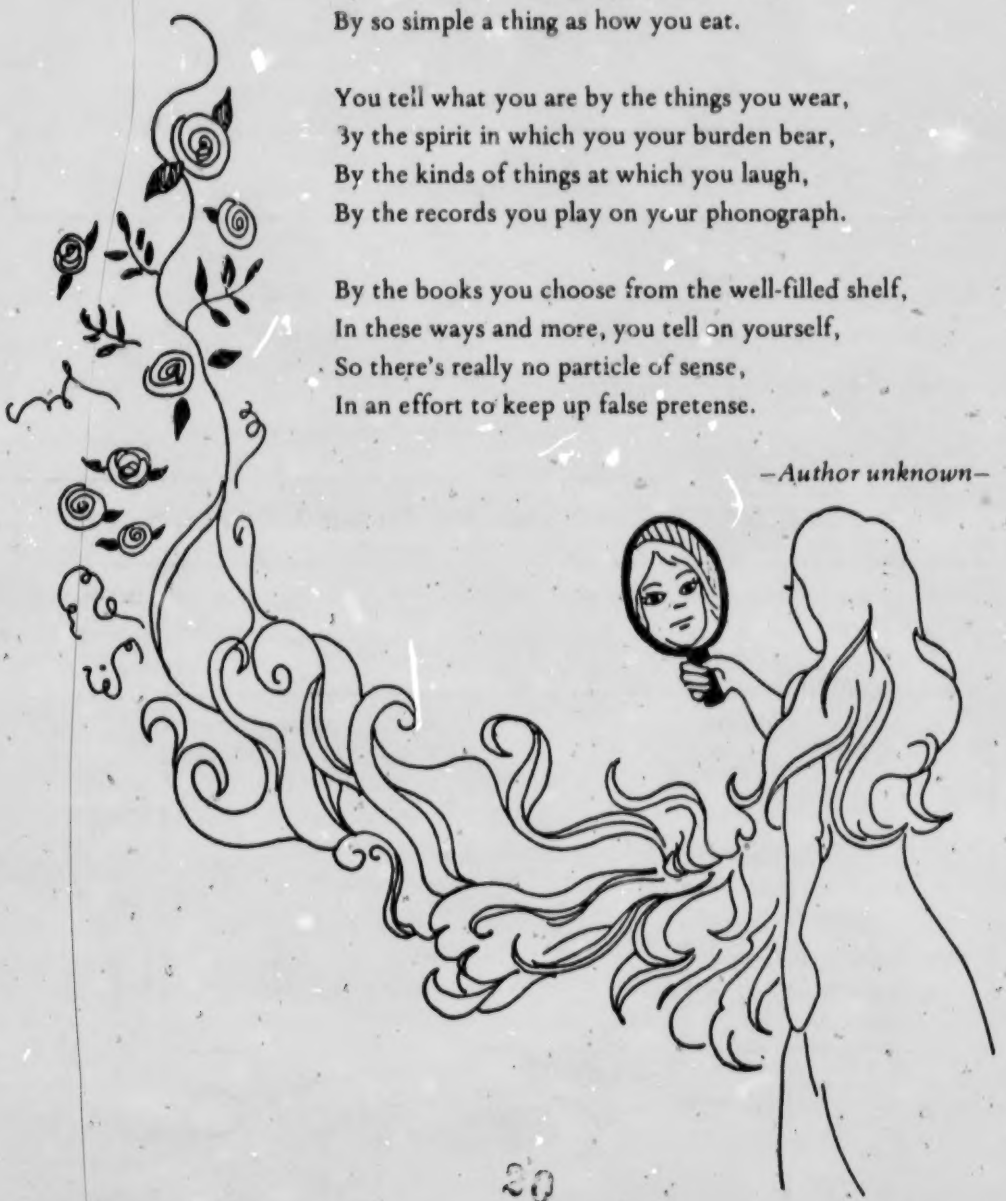
You tell on yourself by the friends you seek
By the very manner in which you speak,
By the way you employ your leisure time,
By the use you make of your dollar and dime.

You tell what you are by the way you walk,
By the things in which you delight to talk,
By the manner in which you bear defeat,
By so simple a thing as how you eat.

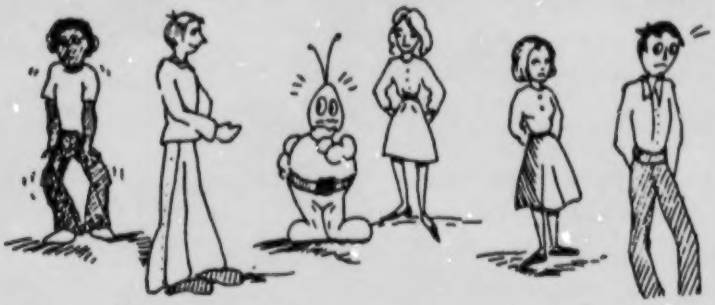
You tell what you are by the things you wear,
By the spirit in which you your burden bear,
By the kinds of things at which you laugh,
By the records you play on your phonograph.

By the books you choose from the well-filled shelf,
In these ways and more, you tell on yourself,
So there's really no particle of sense,
In an effort to keep up false pretense.

–Author unknown–



Section Two: Getting To Know Others & Letting Others Know You



Activity 12

YOU AND YOURSELF

READ THE POEM, "You and Yourself" on the preceding page of this learning manual. The poem reminds us of the many ways in which we express ourselves without realizing it.

In your Working Papers, Page 4, list five ways YOU TELL ON YOURSELF

Activity 13

LET'S FIND OUT MORE SPECIFIC THINGS ABOUT OURSELVES!

Read the questions in the rectangle below. In your Working Papers on Page 4 answer these questions in the same place as they are asked in the rectangle.

(a) Where do you want to be in five years?

(b) In *one* word, how do you feel about groups of people?

(c) What 3 things do you like most about children?

(d) Give 3 adjectives that your friends would use to describe you.

(e) What do you like most about yourself?

(ADJECTIVES DESCRIBE!)

FOR GROUPS ONLY! Forming *PAIRS* with someone you know little about, each one of you will have three minutes to explain what you wrote on your card. Explain your answers in your own words giving some reason or background for your response. Not only is it important that the person talking explain their feelings clearly, but that the listener be attentive!

BECAUSE . . . after each person in the pair has confided the information on their card, you will introduce one another to the group using the information you have just learned. It is for this reason that each of you must listen carefully and do your best to introduce your new friend recalling correctly what you have been told.

NOT ONLY WILL YOU BE TELLING SOMETHING ABOUT SOMEONE ELSE IN YOUR GROUP IN THIS EXERCISE, BUT YOU WILL BE TELLING A GREAT DEAL ABOUT YOURSELF!

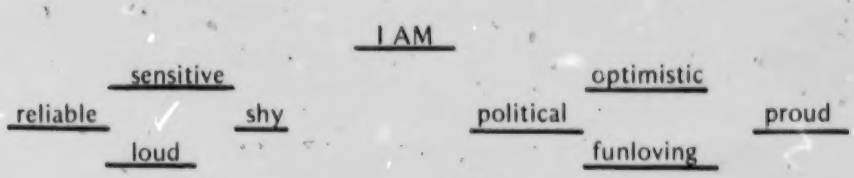
THIS IS *YOUR* FIRST CHANCE TO DO SOMETHING FOR SOMEONE ELSE. They will appreciate a positive introduction. Others in the group hearing the introduction should turn to their Working Papers, Page 4, and write down the person's name being presented and a short description of what they would like to remember about the person. Who starts? The person whose first name initial is closest to the beginning of the alphabet! WHO IS THE 3 MINUTE TIMEKEEPER? OF COURSE, THE GROUP LEADER!

Activity 14

MAKE A MOBILE!

MAKE A MOBILE using those adjectives which describe *you*. Think of those words which describe the person you would like the others in your group to know. The first level on your mobile should begin "I AM."

HERE'S AN EXAMPLE:



ASK YOUR INSTRUCTOR FOR THE MATERIALS NECESSARY TO MAKE YOUR MOBILE. These mobiles may be hung around the room when finished or put on a wall or bulletin board.

If these materials are unavailable, there is a space in your Working Papers, Page 4, which will allow you to RECORD your mobile there.

Section Three:
Learning More About Yourself

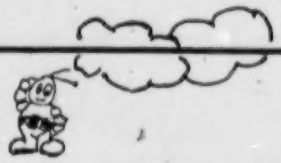
Activity 15

WHAT DO YOU LIKE ABOUT YOURSELF?

FILL IN THE TELEGRAM (which you can find in your Working Papers on Page 5) listing THREE things which make you successful with people OR qualities and habits of friends which make them successful with people. Put your Working Papers in a pile open to the telegram you have completed and take turns reading someone else's telegram to the group.

Activity 16

****ANALYSIS****



Now let's discover how much you know about your own personality! Take the self-analysis, "HOW WELL DO YOU KNOW YOURSELF" located in your Working Papers on Pages 5, 6, and 7. Try to rate yourself as realistically as possible. If you cannot make a *definite* "yes" or "no" answer, then use the (?) column. After you have finished, give yourself 2 points for each "YES" answer, 1 point for a (?) answer and zero points for each "NO" answer. Write your total score at the end of your analysis in your Working Papers.

WHAT DOES YOU SCORE MEAN??? If your score is between

120 to 128:	You're great! What's your secret?
108 to 109:	You're doing well! Keep it up!
96 to 107:	Are you willing to be just average?
Below 96	You had better start improving – life can be better!

LET'S LOOK A LITTLE CLOSER AT WHAT YOU'VE REVEALED ABOUT YOURSELF!

Continuing with your Self-Analysis from Activity 16 in your Working Papers list ten of your POSITIVE traits (which would be the questions you have answered "YES").

Do the same for your more NEGATIVE habits (those questions answered "NO").

These two lists should give you some idea of your STRENGTHS and WEAKNESSES.

Activity 17

Read aloud and discuss what attitude was described in the story, "HOW I MUFFED MY FIRST ASSIGNMENT", pages 21 and 22. How was the day saved?

HOW I MUFFED MY FIRST ASSIGNMENT WITH THE PRESIDENT OF THE COMPANY

Working for a plush stockbroker's office was an exciting, glamorous job after I finished school. Although a knowledge of Shorthand was recommended along with the other usual secretarial duties, I looked forward to purchasing stocks on "inside tips", becoming wealthy, and dreamed of one day running the office while someone else did the typing!

The job went well (although my stocks were going down!) and in addition to working during the day, I started attending some evening college classes. Things looked promising until that one day when the PRESIDENT of the COMPANY asked me to "take a letter." Flattered, and I must confess quite nervous, I followed her into the conference room with its large, long oak table and other expensive furnishings. Coming into the room under those circumstances made the oak table look larger and longer and everything more expensive!

"I've a most important letter to send to New York," she told me "and I'd like for you to prepare it for my signature . . . Dear Mr. Jason, in response to your offer . . ." she continued.

WELL, the longest letter I'd ever taken was about two pages in my shorthand notebook and now, quivering, I turned my fifth page as she unhesitatingly continued her monologue. How I hoped the telephone would ring, an earthquake erupt — anything to interrupt us so I might catch my breath. The problem, in short, was that I WASN'T GETTING THE DICTATION! Optimistically, I was scribbling down every other sentence while my boss carried on with the letter. As she continued, I became detached from the consequences and became

tickled at the situation. Imagine . . . I was taking dictation from the PRESIDENT in a luxurious conference room and her words were eluding my pad and pen. This realization obviously increased my inefficiency and, at best, meant I was getting every other paragraph now! THIS JUST COULDN'T BE HAPPENING!

". . . and I will look forward to your counterproposal. Sincerely. Do you have any questions?" President McNabb asked. (DID I HAVE QUESTIONS!) "Then just mail it to my Beverly Hills office this afternoon."

Catching my breath before she reached the large double doors, I finally was able to mutter, "There are some areas I am unsure of – could I instead have a "rough draft" (THE PERFECT SOLUTION!) ready for you after lunch?"

"Certainly."

What a relief! Whatever the definition of "rough draft", this would certainly be about as rough as the Old John Muir trail. Still reluctant to relax I set aside my egg sandwich and went to work trying to make either head or tail out of my chicken scratches. Everyone in the office, noticing my distress (HOW COULD THEY MISS MY GROWING EYE TWITCH!) joined the effort. My only consoling thought being the knowledge it was, after all, only a "rough draft".

As you can guess, this delusion didn't last long.

Calling from the phone in her silver Mercedes, Ms. McNabb informed me, "I've had a last minute unavoidable change in my plans and am now traveling to my Beverly Hills office. Just type up the letter and send it to me for my signature. As it is an urgent letter affecting the future of the company, I will count on you to mail it today. See you the next time I come into the office."

I NOW KNEW SOMETHING THAT THE PRESIDENT OF THE COMPANY DIDN'T – I WOULDN'T HAVE A JOB THE NEXT TIME THE PRESIDENT OF THE COMPANY CAME INTO OUR OFFICE! Her words" . . . affecting the future of the company" kept ringing in my ears.

Struggling, agonizing and wrestling with my notes for hours, a letter finally came together. It certainly wasn't what had been dictated, but I hoped it contained a least a few of the items Ms. McNabb had dictated. Reluctantly and a few grey hairs later, I mailed the letter.

It was three weeks later before the PRESIDENT came back into the office. Walking directly to my desk . . . (I KNEW THIS WAS IT!), she began, "About the letter you sent to me – I want to thank you for the excellent job you did. Your ability to edit my rather wordy letter and express the essence of my meaning is truly a talent. I hope you would be interested in more administrative responsibilities in the future. We can use more executives like you!"

DELIGHTED, I assured her I would and at the same time thanked my old Missouri "stick-to-it-ness" which had pulled me through. I hadn't given up despite the frustrating and bewildering circumstances in which I had found myself. And . . . who knows, I may have my own secretary quite soon!

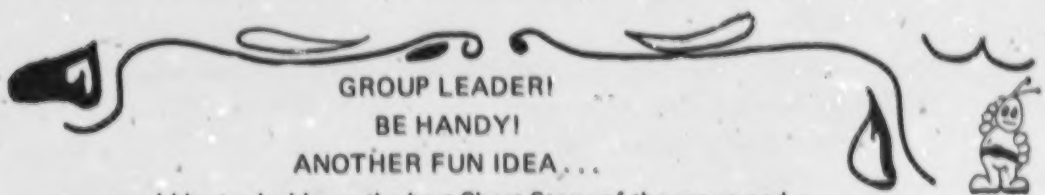
WRITE A SHORT STORY OF HOW ONE OF YOUR "YES" ANSWERS FROM ACTIVITY 17 SELF-ANALYSIS HAS BEEN USEFUL TO YOU.
P E R H A P S, HOW ONE OF THESE TRAITS HAS
"SAVED THE DAY"
O R
IMAGINE HOW ONE
OF THEM MIGHT HAVE PREVENTED A DISASTER.
IT DOESN'T HAVE TO BE LONG, BUT SHOULD ILLUSTRATE
THE IMPORTANCE OF THE TRAIT.

If your mind is BOBBLED, why not try another approach!

Think of an experience you have had where, because of something you or a friend did, you were able to correct the problem.

It might be just as much fun to write about a disaster which wasn't avoided and discuss how it might have been prevented.

When you have finished writing your short story in your Working Papers on Pages 8 and 9, take turns reading them to the group and discussing them!



GROUP LEADER!
BE HANDY!
ANOTHER FUN IDEA . . .
would be to decide on the best Short Story of the group and
MAKE YOUR OWN SOAP OPERA AND TAPE IT!

As a group you could all take a part and make your own soap opera similar to the ones you have listened to in this learning manual.

One of you might take the part of the storyteller who explains the scenerio and leads into short acts where the rest of your group dramatizes the story. The storyteller tells the tale as narrator and eventually points out the "moral" of it all!

You have been provided with a tape which has sounds of animals, screams and airplanes. You can add these sounds to your soap opera to make it more realistic. Listen to the sounds around you, they may be useful, or perhaps someone in your group may make some strange noises! You might want to listen again to Tape 1, Act. 3 for more ideas.

Ask your instructor for the Scund Effects tape for Activity 17, a blank tape and a tape recorder. Plan well before beginning; think through your ideas. Share your ideas with your instructor before beginning to make your tape! At the end of this tape you will find two instrumental songs which you may want to use in the introduction and/or conclusion of YOUR topic.

Read over the short, partial example of the soap opera script based on the short story "How I Muffed My First Assignment with the President of the Company." If you prefer, you may want to finish this script and tape it. You can find it on the next page.

SOAP OPERA SCRIPT

SOAP OPERA SCRIPT based on the short story "How I Muffed My First Assignment With the President of the Company".

Background Sounds: Office sounds of typewriter, low conversations about "THE MARKET" – a stock just "Going Public"

Narrator begins (Voice of young, enthusiastic female) "Working for a plush stockbroker's office was an exciting, glamorous job after I finished school. Although a knowledge of Shorthand was recommended along with the other usual secretarial duties, I looked foward to purchasing stocks on "inside tips", becoming wealthy, and dreamed of one day running the office while someone else did the typing! (PAUSE)

The job went well – although my stocks were going down (VOICE DR[illegible]S – and in addition to working during the day, I started attending some evening college classes in Personnel and Office Management. Things looked promising until that one day . . . (VOICE TRAILS OFF . . .) until I was asked to "Take a Letter."

Sounds of door closing, heels of shoes coming closer, other voices in office addressing the person obviously coming into the office as "Good morning" (VOICES obviously impressed with this person) "Nice to see you, Ms. McNabb."

President McNabb: "Good morning, Jinger, I hope you are enjoying your new job."

Narrator (Jinger): Trying to remain calm: "Yes, I'm finding it quite challenging."

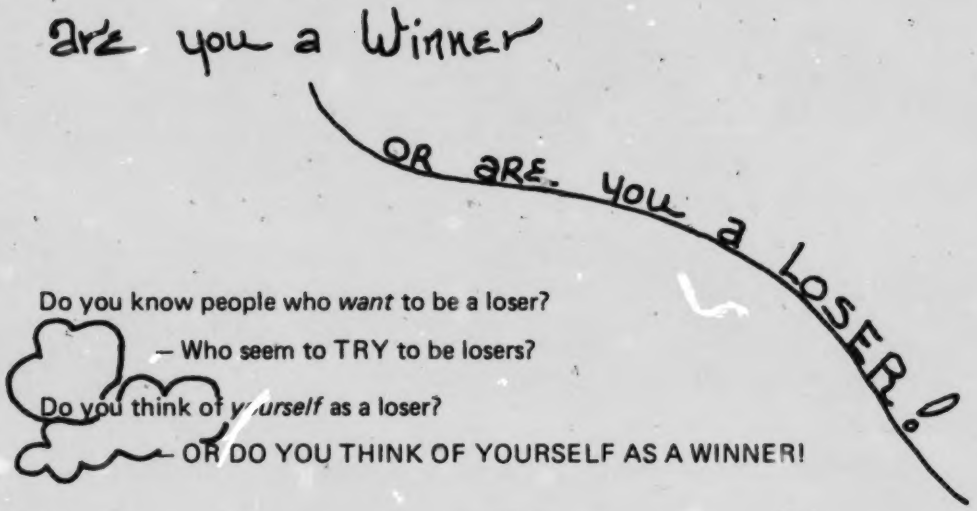
President McNabb: "I'll be away from my Beverly Hills office all morning and would like you to take a letter for me."

Narrator: "Flattered, and I must confess quite nervous, I followed her into the conference room with its large, long oak table and other expensive furnishings – which under these circumstances looked larger and more expensive! (VOICE of narrator should portray these emotions).

Narrator continues: "Ms. McNabb began her letter . . . "

Ms. McNabb: "Dear Mr. Jason, in response to your offer . . .

(As Soap Opera progresses, remember to continue using sounds which dramatize the story, keep your voices alive with emotion! And have fun!)



Do you know people who *want* to be a loser?

– Who seem to TRY to be losers?

Do you think of *yourself* as a loser?

– OR DO YOU THINK OF YOURSELF AS A WINNER!

Do you know of students who "ditch" school knowing the chances of being caught are likely . . . or continue missing school until they *are* discovered?

Have you ever said to yourself, "It seems Ricky wanted to lose."

ON PAGE 26 ARE SOME OF THE WAYS PEOPLE HAVE SUCCEEDED AT FAILURE. THEY ARE OBVIOUS CHARACTERISTICS OF LOSERS. LOOK OVER THE LIST SO THAT YOU CAN REMEMBER THOSE ATTITUDES YOU'D LIKE TO ELIMINATE FROM YOUR BEHAVIOR. THERE IS SPACE IN YOUR WORKING PAPERS TO WRITE THEM.

If you see any of these attitudes in your behavior

BECOME A WINNER!!!!!!!

—try not to repeat them. Winners don't win all the time, but they do learn from their failures and try not to repeat them.

LEARN FROM YOUR MISTAKES AND YOUR SUCCESSES!

ATTITUDES FOR GUARANTEED LOSERS

**Remember, if you see any of *your* attitudes here, be sure to write them in your Working Papers so you can work to eliminate them later.

Uncooperative, doesn't want to help others.

Absent frequently, irresponsible, tardy much of the time.

Undependable, can't be counted on, doesn't keep his/her word.

Impolite, unconcerned with others' feelings, rude.

Never satisfied, frequently complains, troublemaker.

Must be watched, just "putting in their time".

Sarcastic, putting others down, usually building up selves.

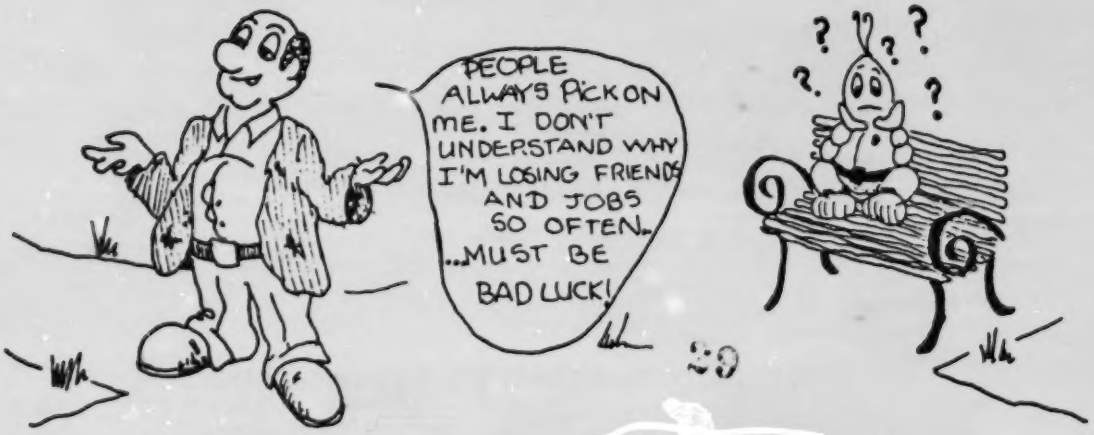
Violates company or school rules, poor behavior.

Drinks excessively, night time activities interfere with job.

Forgetful, unconcerned, careless.

Bossy, superiority complex, dominates others.

Dishonest.



LET'S GET ON WITH IT!

Activity 18

Write the initials of three people with whom you like to work. After each set of initials, write three descriptive words which illustrate the kind of person each one is.

Here's the idea. Their initials are circled and the words describing them follow.

(J.J.) happy, dependable, thoughtful
(S.H.) self-assured, friendly, intelligent
(U.R.) supportive, competent, good listener

After you have all finished, rotate around the group allowing each one of you to write one of the descriptive words you have used to describe the friend either on your large sheet of butcher paper, your Working Papers, Page 10, OR on the chalkboard. Write the *five* most frequently mentioned words in your Working Papers. GROUP LEADER, HOW ABOUT SOME HELP HERE!

Do you notice that the same characteristic is mentioned over and over again in your group?

Do there appear to be similar characteristics which make for a likeable person or friend?

—REPEAT THE SAME ACTIVITY AGAIN—

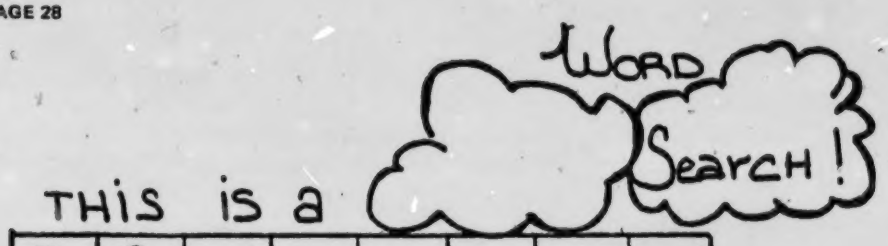
but write negative qualities about other people you do not consider freinds. Share these descriptive words in the same manner with your group. Do these poor habits reoccur? List *five* of the most frequently mentioned traits in the same place as you wrote the positive ones.

Activity 19

AND MORE ABOUT YOU!

another analysis!

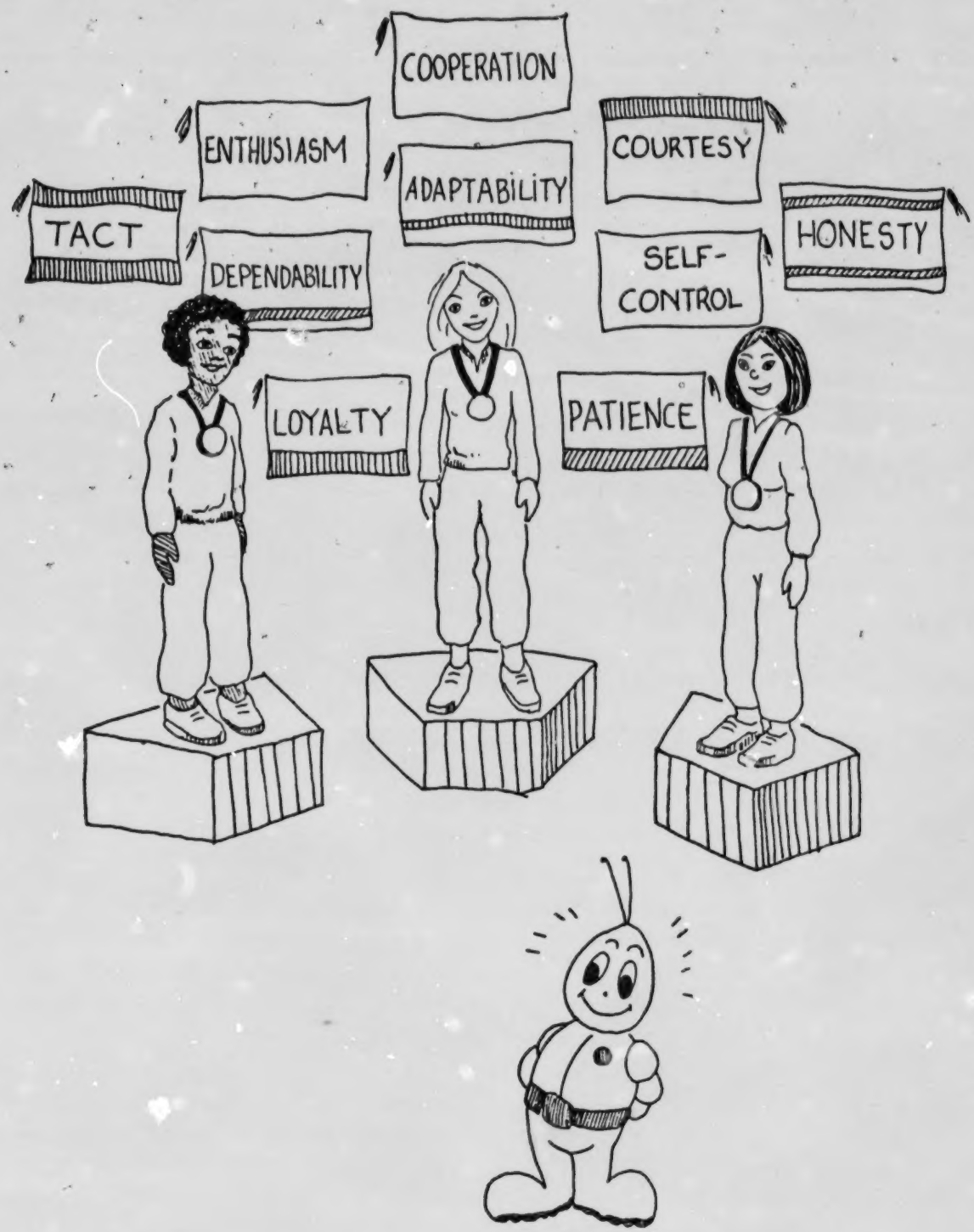
In your Working Papers, Pages 11, 12 and 13, complete the analysis, "RUBBING PEOPLE THE WRONG WAY". Look over your answers which imply that you would indeed be rubbing someone the wrong way if you behaved in this manner. Write down in your Working Papers three of these ways you may be having difficulty getting along with others.



D	R	T	Q	C	H	L	T
m	F	W	L	K	E	R	U
J	C	H	O	n	E	S	T
Y	S	Z	Y	L	J	i	F
R	K	V	a	Q	G	n	P
E	B	P	L	R	L	C	C
G	i	B	Y	i	V	E	H
a	m	a	T	B	X	R	O
E	L	B	a	i	L	E	R
S	W	C	E	T	Z	D	n

HIDDEN INSIDE THIS WORD SEARCH ARE SIX POSITIVE CHARACTERISTICS A PERSON MIGHT HAVE. DO YOU SEE THEM? Remember that the words may be written across, down, up, backwards or diagonally. In the same Word Search in your Working Papers, Page 13, circle the characteristics you were able to find! They are loyal, sincere, reliable, eager, honest, and able. NOW CAN YOU FIND THEM ? ? ?

DISCOVER YOUR OWN SOURCE OF WEALTH . . . YOU!



Section Four:
What Others Can Tell You About Yourself

We all have an image we try to project – the person we like for others to see. We may want people to think we are

bright and intuitive, **intelligent and thoughtful,**

informed and involved,

or

talented and successful.

IN SHORT, WE WANT OTHERS TO THINK WE ARE FANTASTIC PEOPLE ! ! !

Activity 21

WHAT DO YOU WANT OTHERS TO SAY ABOUT YOU?

In your Working Papers, Page 14, write a short paragraph on how you hope others see Y O U.

Include in your paragraph what you do to get this message across (like dress, behavior, attitudes). Has the image you want to project changed in the last three years? If so, what was it? What is it now? Add this information to your Working Papers!

SOMETIMES THE MESSAGES WE TRY TO COMMUNICATE ABOUT OURSELVES GO ASTRAY!

That is, people may perceive a different image than the one we want them to perceive. Let's take Chris for example. Chris wanted to project the image of a neat, clean person. However, the clothes which Chris wore to school were frequently soiled and torn; and often Chris had oily hair because it wasn't washed often enough. Obviously these two images did not agree. Chris was shocked and disappointed to learn that people did not share this same perception.

C O N S E Q U E N T L Y, it's important we have an accurate idea of how others see us so we can bring the two visions together. If we succeed, then what we project and what others observe about us will be the same!

LET'S FIND OUT HOW OTHERS SEE YOU THROUGH TWO ACTIVITIES!

Activity 22

THROUGH ANOTHER ANALYSIS YOU CAN LEARN MUCH MORE ABOUT YOURSELF!

Keep in mind that the outcome of any examination can be affected by your mood, how you're feeling physically or whether you had a "WHEATIES" breakfast. This analysis, in addition, will ask you to evaluate yourself . . . an even more difficult task. The results you receive from this analysis will probably tell you even more about how you feel about yourself!

THE ANALYSIS, UNDER STRESS, HOW DO YOU GET ALONG, IS IN YOUR WORKING PAPERS. COMPLETE THE ANALYSIS AND COMPUTE YOUR SCORE. IN YOUR ING PAPERS, PAGES 15 and 16. COMPLETE THE ANALYSIS AND COMPUTE YOUR SCORE. IN YOUR WORKING PAPERS, PAGE 16, PUT YOUR SCORE.

Activity 23

HOW DO OTHERS SEE YOU?

ANOTHER APPROACH IS MUCH MORE DIRECT! After all, the knowledge you seek is all around you – why not ask your team for some feedback as to the image they have formed of you.

HOW DO OTHERS IN YOUR GROUP SEE YOU?

It's a good time for all of you to share some sincere, honest information. If you feel nervous or a little frightened, RELAX. This is not a reflection of *who you really are,* but instead merely how they see you.

Different people will have a different image to describe to you - R E L A X and think of it as a magical mystery tour!

This activity is similar to one you have already done. But –

this time you will TYPE the initials of everyone in your group (Page 17 in your Working Papers) and next to their initials type three positive and three negative characteristics you have noticed and feel they should be made aware of.

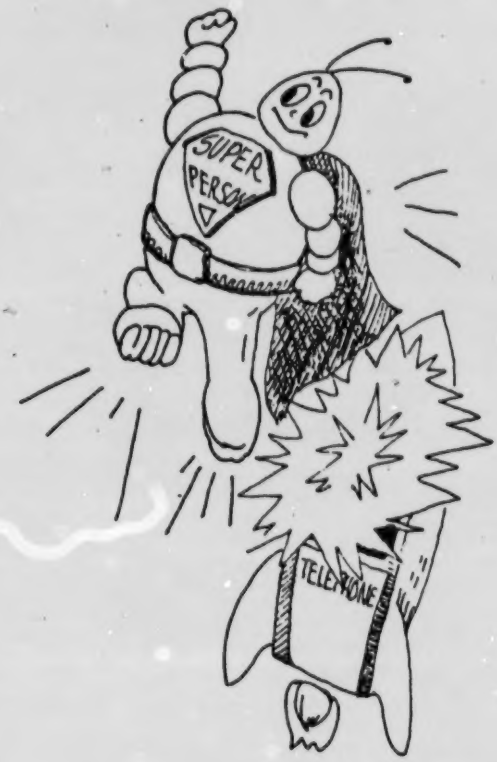
Turn in your list to your instructor when you have finished. Your instructor will then cut up the lists and separate them according to each student's initials. They will then be returned to the student who they describe.

Activity 24

GUIDE TO A SUCCESSFUL MENTAL ATTITUDE

TO YOU

learning the rules and using them ☐
a strong desire to improve ☐
using your knowledge ☐
having confidence ☐
accepting responsibility ☐
keeping your promises ☐
taking responsibility for your actions ☐
each day learning something new ☐
being enthusiastic ☐



TO YOUR JOB

being loyal ☐
using time to your advantage ☐
be willing and able to accept responsibility ☐
asking questions and remembering the answers ☐
improving each day ☐
learning something new each day ☐
being enthusiastic ☐

TO OTHERS

making people feel important ☐
being sincere ☐
avoiding gossip ☐
looking for good in others ☐
opening your ears, closing your mouth and learning to listen. ☐

INSTRUCTIONS

In your Working Papers on Page 19, put an "S" in those squares which you can PROUDLY claim to already possess –

Put an "O" in those squares where you need some practice.

WE CAN ALL USE SOME CONSTRUCTIVE CRITICISM!

After reading the comments made about you from Activity 23, list the ones that are important to you to remember in your Working Papers, Page 18.

Remember the comments you have received are only what others SEE;
the image which you reflect to them.
It is enlightening for you to
be aware of the type of person you
represent to others. This is done through
your choice of dress, voice, physical gestures such as
smiles, frowns and even in your choice of words. You may want
to work to bring the person you project closer to the person you are
INSIDE!

Section Five: What Can You Do?

Activity 25

MAKING YOUR OWN IMPROVEMENT PLAN

NOW it is *your* chance to improve your image – to change or modify some of those little traits that bother or trouble you, your friends or even your teachers.

BEFORE YOU CAN BECOME A SUPERPERSON,
ANSWER THESE QUESTIONS IN YOUR
WORKING PAPERS, PAGE 19.

a) Do you need to make some changes, however small?
b) Do you want to improve?
c) Have you evaluated your strong and weak traits?
d) Will you make a plan in your Working Papers?
e) Will you follow through and try to maintain a SUCCESSFUL MENTAL ATTITUDE?

You are probably asking yourself,
WELL, WHAT is a Successful
Mental Attitude?

THE ANSWER IS SIMPLE!
IT'S HOW YOU FEEL AND ACT TOWARD YOURSELF, YOUR JOB AND OTHERS!

Activity 26

YOUR PERSONALITY IMPROVEMENT WORK SHEET

(THIS IS AN EXAMPLE OF THE WORK SHEET WHICH IS IN YOUR WORKING PAPERS. IT CAN SERVE AS A GUIDE TO AID YOU IN SUCCESSFULLY MAKING SOME CHANGES IN YOUR PERSONALITY. If you do not already have in mind some personality characteristics you would like to improve, review your analysis summaries, feedback you have received from your group, or your own evaluations of a "Successful Mental Attitude.")

IN YOUR WORKING PAPERS, Page 20, fill in the information requested.

1. Would you like to improve your personality?
   _____

2. What would you like to improve about yourself?
   _____
   _____
   _____

   These might be attitudes, characteristics or just habits.

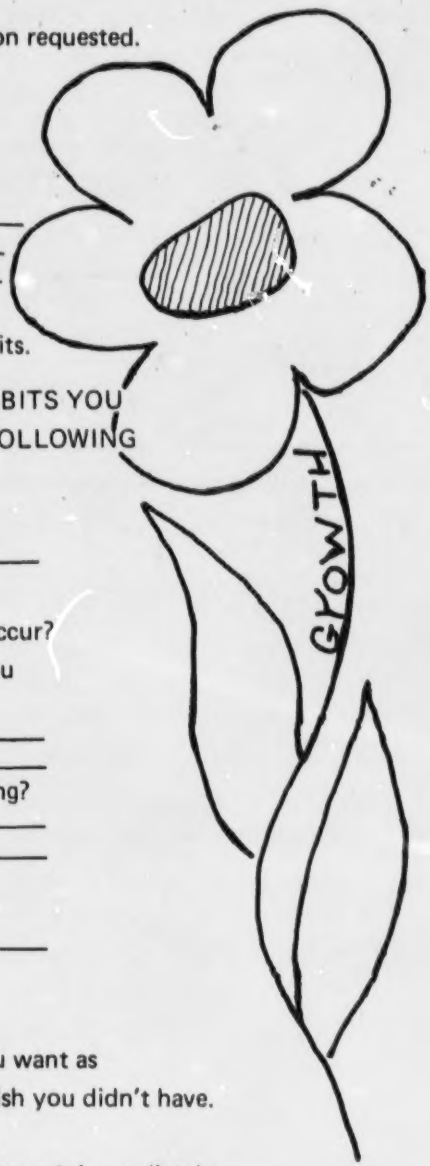
3. DECIDE ON ONE TO THREE PERSONALITY HABITS YOU WOULD LIKE TO CHANGE AND FILL IN THE FOLLOWING INFORMATION FOR EACH:

HABIT: _____

   a. Describe it exactly. When does it most often occur? How do you feel prior to it happening? Are you aware it has happened?
      _____
      _____

   b. How will you work to prevent it from occurring?
      _____
      _____

   c. When do you hope to do away with it?
      _____



Here's some friendly advice –

* Watch other people who have the qualities you want as well as those people who have qualities you wish you didn't have.

** Work on only one personality habit at a time.

*** Don't become discouraged if your plan doesn't work immediately. It takes time, but the effort is worth the struggle.

NOW THAT YOU'RE ON THE ROAD
TOWARD GREATER HARMONY WITH YOURSELF,
LET'S LEARN HOW TO DEAL
WITH EARTHLINGS WHO AREN'T!

Section Six: Putting It All Together or Working With People

Dealing with difficult people and problem situations can try even the best of us.

In your Working Papers on Page 21 write down one of the most difficult situations you have encountered, whether with family, friends or acquaintances. DON'T INCLUDE WHAT YOU DID OR THE ACTION YOU TOOK. Read the problem to the person to your right and discuss as a group what would have been the best way to handle it. You may want to share a present problem causing you concern and get some free advice! After the group offers some suggestions, share how you handled it.

DIFFERENT PEOPLE – DIFFERENT PROBLEMS

Most people do not want to create problems.
People may be difficult because they are frightened,
anxious, angry,
ill, worried or confused.

MOST OFTEN IT IS A REFLECTION OF HOW THEY ARE FEELING ABOUT THEMSELVES OR THE SITUATION RATHER THAN YOU PERSONALLY.

It is certain, however, the problem will only be increased if you react to such people by being difficult yourself.

The ability to deal with all types of people is an important skill if you are to be successful in working with people.

HOW TO HANDLE THEM –

If you remain patient, calm, pleasant and understanding even the most irate person will become reasonable. Without fuel for further fury, the situation will cool, offering possibilities for solution.

Listen carefully to what is disturbing the person. This may be vital to a successful remedy. Simultaneously, become aware of what the person's body language is saying – a clenched fist, hyperventilation, dilated pupils can offer clues that may lead you to ask for additional help (AND A GOOD SAFETY PRECAUTION!).

If, despite your reassurances and suggested alternatives, the situation persists, it may be best to refer them to another authority or terminate the discussion.

Another possibility is to imagine yourself in their situation. What does it feel like to arrive at a store or bank only to have a person locking the door because they've "just closed."

. . . it's possible you may meet a person
feeling . . .

(Instructions to Group Leader: Assign a person in your group who has been more quiet than others in the group. The paragraph is to be read aloud).

. . . UNCOOPERATIVE

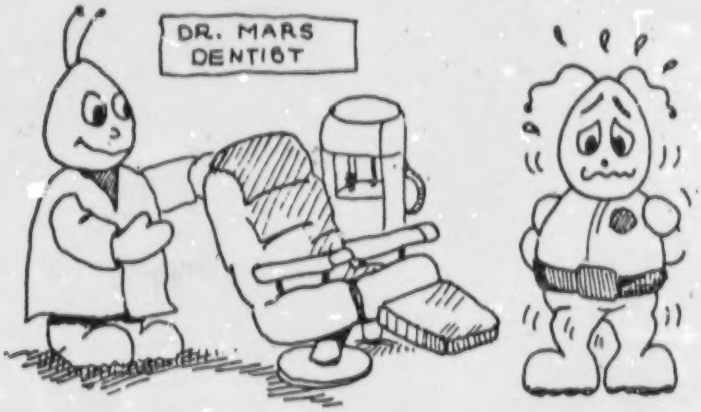
Many a person feeling they have received unjust treatment has become annoyed and consequently uncooperative. Perhaps he or she is disturbed over an unpleasant experience or unfulfilled expectation. Despite your attempts to explain, the person refuses to compromise in the least. In this case, make your regrets and take a firm stand.

. . . IRRITATED

Anger is one of the primary characteristics of an irritated person. They should be dealt with carefully, listening to the person's TOTAL explanation. Resentment, impatience and indignation on their part can lead to violence if they are further excited. Remaining calm and sympathetic will go a long way to quieting this situation.

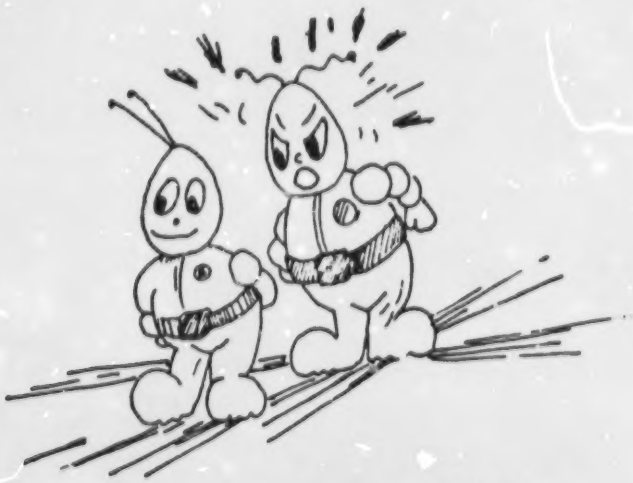
...or a NERVOUS PERSON

Nervousness can be observed much more objectively because it is not always directed at YOU. It is seen as the fidgety, restless way in which a person keeps changing his or her mind. The individual may look alarmed and apprehensive – unsure and confused. What is needed in this case is steady, firm guidance. Reassuringly provide confidence to eliminate any difficulties the person may be feeling. A warm, reassuring smile may help them to relax!



...QUARRELSOME

This emotional state is similar to that of an irritated person, but is more aggressive. A forceful, hostile manner may erupt in rude, verbal attacks. Their physical characteristics may appear cold and mean. What the person wants is someone with which to argue – and you should take precautions to insure it's not you! Take a neutral stand, sympathize and remain cool. Their goal may be to upset you, to cause you to react so you can be drawn into an argument. Don't swallow the bait!



Activity 27

YOUR TURN!

First you must decide with which type of person you are dealing. Are they . . .

irritated . . .

quarrelsome . . .

uncooperative . . .

or merely nervous? In your Working Papers, briefly write out your thoughtful reactions to each of these situations. It may help to imagine yourself in the situation. How would you like to be treated? How will you treat them;

What If . . . you are sharing a waiting room of a dentist's office with another person who can't sit still, decides to get a drink of water and half-way to the water cooler changes her mind. She picks up a magazine only to fumble and drop it; and is chain smoking. Beads of perspiration start to form on her forehead.

What If . . . while you are waiting to purchase theater tickets a sour, unpleasant-looking man with a cold, abrasive manner pushes his way into the line in front of you. When you mention that this is indeed not the end of the line, he opens his mouth and you are overwhelmed with his rude, aggressive command of the language. X??)))!!! XQ +$%*

What If . . . during Christmas Vacation you have a gift wrapping job and you are faced with an angry customer demanding repeatedly that a birthday gift was wrapped in Christmas paper by mistake. It was for his daughter's twelfth birthday party for which he is now late. You can see he is feeling very upset over the mistake. What will you say and do?

What If . . . you are a receptionist and an uncooperative visitor demands to see Ms. Jones, the President, without an appointment. You explain she is in conference, but the visitor insists.

YOUR GROUP LEADER SHOULD ORGANIZE THE FOLLOWING ACTIVITY!

TAKE TURNS ROLE PLAYING EACH SITUATION SO THAT EACH OF YOU HAS THE OPPORTUNITY TO HANDLE ONE OF THESE "DIFFICULT PEOPLE". Try to use imaginary props for more effect, be spontaneous, try to pretend the situation really exists. After each role playing event, decide as a group on the best approach to handling the person.

Activity 28

PRACTICE WHAT YOU LEARN

HAVE YOU EVER NOTICED THAT IF YOU PRACTICE
DOING SOMETHING, YOU BECOME BETTER?

Can you imagine being told how to play a piano, but never practicing? Roleplaying offers you this chance to practice what you have been learning.

All you need to do is pretend the situation and let your imagination soar! Going around the group's circle, each person is to call out to the next person a number which corresponds to the numbers below until everyone has participated twice in the game. Each person is to act out the situation described which corresponds with their number.

HAM IT UP! ENJOY YOURSELF; LET YOUR CHILD SHINE!

1. *Accept a compliment; give a compliment.*
2. *Make a person feel you like them.*
3. *Give someone advice or help.*
4. *Meet someone for the first time.*
5. *Disagree*
6. *Having been overcharged in a store.*
7. *Making a mistake.*
8. *Letting someone know you'd like to see them again.*
9. *Letting a person know another hair style is more becoming.*
10. *Being offered a job for which you're not suited.*
11. *Refuse an invitation to dinner.*

YOU'RE READY NOW TO DEAL WITH ALL THOSE
CRAZY EARTHLINGS – YOU WILL BE A
MARTIAN GRADUATE JUST AS SOON AS YOU PASS THE FINAL EXAM!

Ask your instructor for this final activity.

ANSWERS

ACTIVITY THREE:

Personality: All the constitutional, mental, emotional, social, etc. characteristics of an individual.

The quality of being a person, existence as a self-conscious being; personal identity.

Attitude: Position, disposition or manner with regard to a person or thing.

ACTIVITY FIVE:

The boy's mother was the famous lawyer!

SURPRISED AT HOW FOOLISH YOU CAN BE?!?!?!?!?

ACTIVITY NINE:

The boy was small due to polio when he was younger. Although he wasn't able to run very swiftly, he was an excellent gymnast on the rings and uneven bars. Often times, people who didn't know him would make fun of his size. However, the others boys in the group were aware of his abilities and pointed this out to the boy who suggested the race.

WORKING WITH PEOPLE

Teacher's Guide

One of the most important and universally applicable skills we can give our students is the ability to form satisfying, fulfilling working relationships. Whether these be personal or professional contacts, relationships are the "stuff" on which life is based. WORKING WITH PEOPLE is designed to give students group experiences which will provide them with this skill. Through the activities contained in this packet, students will have the opportunity to gain the necessary confidence and knowledge to interact successfully with the people they come into contact with – whether at school, social occasions or on the job. WORKING WITH PEOPLE stresses the importance of dependability, intiative, loyalty, responsibility and tact, to name only a few.

The process should be positive and fun, too. This packet is intentionally designed as a "live" experience rather than a "paper" one, whereby students *actively practice* at establishing good working relationships with other people. It is a dynamic learning approach rather than static during which time no two groups will experience the process in the same way. Students are given safe opportunities to relate to others in a productive manner. In doing so they can focus on their personal way of relating to others and also be made aware of their own self-image, an image many students have never before formulated. With the positive reinforcement provided through the Student Manual and the potential support from their group, students are given unique possibilities for personal groth.

As with any truly rewarding experience or relationship, it is dependent on involvement and active participation for its success. For some students the initiation of this kind of behavior may be difficult. Therefore, the content of this learning activity program has been worded and arranged in such a manner to encourage positive attitudes and develop a climate of trust among the students, hopefully enhancing student enthusiasm. Obviously, another important ingredient to student success implies that they interact with other people. In order to accomplish the goal of this packet, WORKING WITH PEOPLE, students must do just that – WORK WITH PEOPLE! Although this activity LAP can be completed by a single individual, it is strongly suggested that students be encouraged to form small groups. The formation of these groups, however seemingly inconvenient, is necessary if the student is to learn this important social tool. (Many of these students who resist the "group" concept may be the ones to benefit most from the positive feedback and developing friendships such an experience can offer.)

My objective in writing this activity package is to provide a basic pattern to which teachers and students may add their own successful teaching or learning styles. This packet is not written to LIMIT a person's experiences, but to provide a basis from which to launch infinite possibilities. Therefore, although the Student Manual was originally intended for a freshman-sophomore level enrolled in the Common Core competency of the California Business Education Program Guide, it need not be restricted to it. Instead, the fluidity of these activities will allow it to be implemented in most subjects and grade levels where people desire to learn how to better work together.

SETTING IT UP:

The packet may be enjoyed by an entire class simultaneously or can be divided into smaller numbers. The easiest approach, particularly if you are using the packet for the first time, might be to give it to the entire class in groups of 4 to 6 at the beginning of the quarter or semester. The tenor it can establish in the classroom and the simplification of teaching supervision may well justify this usage. The desirable attitudes and behavior which students may derive from the activities may set a positive tone for the rest of the semester. If this is your decision, you may want to omit the Pre-Test as a screening device or use it to decide group assignments. Selectively choosing the students who will make up the group might be a crucial step to the success of the packet. If possible, combine students who are self-starters and highly motivated with others who may be less apt to participate enthusiastically. The Pre-Test scores may be a good guideline for this decision. Please refer to the "Pre- and Post-Test Section" for further suggestions.

Another alternative would be to arbitrarily assign students to small groups at the beginning of the quarter or semester and post a schedule of the starting dates of each of these groups. This would give students the added experience of planning ahead and allocating their time appropriately. The group could meet on a daily basis until the packet is completed or on a less frequent schedule. This determination should be made in light of the maturity of the group, length of the period of the class or other circumstances. A more infrequent timeline might entail meeting only one day per week (a Monday might be a most positive way to start the week!), a Monday-Wednesday-Friday, or on a Tuesday-Thursday basis. In any case, care should be taken that the LAP doesn't continue so long that students lose continuity and interest in what they are learning.

The packet could also be divided into sections, or LAPs of shorter length. Section 1 "A Place to Start", sets the tenor of the packet and is sufficient in length to serve individually as an introduction and warm-up. However, divisions 2, 3 and 4 might be combined to represent the core of the manual leaving divisions 5 and 6 in a vein of implementation of the acquired skills. The learning activities are estimated to take from 12 to 15 days, depending naturally on the depth to which the experiences are pursued.

A maximum amount of teacher or aide supervision should be spent with the first group to establish a level of expectation commensurate with the goal of the teacher. From this investment, a student may be chosen for his or her leadership abilities and groomed to direct the second group, possibly receiving additional points, credits or grades for the task. This would in turn free the teacher or aide from any close supervision requirements and yet provide the group with ongoing motivation and encouragement. In Activity One students are asked to choose a Group Leader. If this person has no previous experience on the packet, it would be prudent to check with him or her as to the group's progress.

The success of this packet is dependent on involvement and a commitment to its achievement. Students, perhaps shy and reluctant to make direct personal contacts, may be unable to make this pledge. Therefore, for this initial stage or perhaps for the first group, the teacher would be wise to demonstrate both involvement and commitment to the activities while insisting the participants do the same. Most students both need and want this direction. A most obvious reflection of these vital teacher attitudes is seen when the teacher understands and anticipates the requirements necessary to the LAP. Due to the breadth of this topic, it is important that all those associated with the administration of these learning activities review thoroughly its content beforehand. A laissez faire attitude will serve only to provoke teacher and student frustration. For your satisfaction and the students', adequate preparation must be made.

PRE- AND POST-TESTS

Pre- and Post-Tests are provided with this packet to select which students might benefit from this packet and finally to determine their overall progress. The Pre-Test has been written to correspond with the Post-Test I by evaluating how the student feels with other people. The point system and nature of the questions of these tests remain the same so that a comparison can be drawn (and grade assigned, if desired) between the student's behavior and attitudes from the start to finish of the packet. There are a possible 32 points on each test. Basically, the lower the score, the more confident the student feels about him or herself, individuals and groups. The student's score can be ascertained by adding up the numbers in the left-hand column. A score of 15 or more would mean the student has not passed the pre-test and should join a group.

Post Test II is an essay exam which requires the student to summarize and think through what has been learned. It also gives students practice at another important skill . . . writing. The test can be given immediately following the completion of the learning activities. It also provides some good opportunities for discussion. Therefore, after the group has finished Post Test II, the instructor may wish to discuss the answers with the students and ask them to grade their own (or the paper of someone else). There are 6 questions, each worth 5 points, for a total of 30 points possible. I would suggest using a standard grading scale of 94% to 100% = A, 86% to 93% = B, 75% to 84% = C.

Post Test I might be given at the completion of the competency or a few weeks later so the students would have time to reassess the impact of their experiences and any changes in their behavior. A letter grade may or may not be appropriate for Post Test I, but rather a pass-fail mark based on the improvement of his score from the Pre-Test may be more appropriate. If your program is based on letter marks then you may wish to try this kind of scoring. An IMPROVED (Pre-Test score subtracted from Post Test I) score of 5 is passing or a C; an increase of 8, a B; and an increase of 10, an A. However, some students may have done quite well on the Pre-Test and such an improvement not possible. In the latter situation, you may use a scale based on 15-20 = C, 26-32 = A for the Post Test I scoring.

So that people can easily be grouped, you may wish to hold the Pre-Tests of students needing to experience the packet until there are 4 to 6 who can start together. However, it is important to be cautious NOT to include in one group many people who have high scores because this implies these students find interaction difficult and will naturally so find the packet. A healthy score distribution might be 16 (or lower), 18, 20, 22, 25+ implying a more diffused score range will balance the experience.

TROUBLE SHOOTING OR ANTICIPATING REQUESTS AND QUESTIONS:

(For quick reference this section of the manual is listed in the order of student performance.)

A. Filmstrip: Accompanying this packet is a filmstrip and tape as well as a soap opera-like tape which the student will be asked to listen to during the course of the packet. In order to begin this packet, the student will need the filmstrip and tape for "Smiling Faces, Warm Relations". The purpose of this filmstrip is not to provide an abundance of information which the student will little remember, but to make the group feel positive about themselves, about people and about each other.

The attitudes which your students are looking for are loyalty and dependability, compromise, leadership and initiative, thoughtfulness, openness, honesty and enthusiasm. Many of these attitudes can be found in the "Pot of Goals." Listening to Tape 1 which describes these attitudes in detail is the best preparation you can make.

B. Activity Two: A roll of butcher paper is ideal for this assignment and could be hung on a classroom wall for quick reference. It would also establish a "place" for the group to meet and provide enthusiasm for additional activities. A large sheet of paper might also be satisfactory. If neither is available, there is a place allocated for these responses in the Student Working Papers.

C. Activity Five: Success Also Means Avoiding Stereotypes, answer: The mother of the boy was the famous lawyer.

D. Activity Eleven: Lost Horizon's Gold Mine CLUES can be found on page 7. Make a copy of them before proceeding so that if any of the clues are lost or damaged, they can be replaced with little inconvenience. Cut up the clues into strips so that each person will receive at least one. If you desire, the clues can all be distributed allowing students to hold more than one; however, if only one clue is given to each student, be certain that all EVEN numbered clues are the ones distributed as they lead more directly to the city of the lost gold mine, JAMESTOWN. The answer to the game may be substituted to another city in the area by changing Clue Number 12. For example, a clue for the nearby city, COLUMBIA, might read, "It may have been named by immigrants from a South American country famous for its coffee beans." Changing this answer regularly will do much to preserve the mystery of the mine's whereabouts and naturally the students' interest as well. It may also be important to remind students they are looking for the *city* in which the mine is located rather than the mine itself.

A map of California is not provided; however, your school's geography class may have one or certainly a map can be obtained from your local automobile club. Check the map to be certain the Gold Rush Country is fairly detailed and shows Angel's Camp, Highway 49, Yosemite National Park, Stanislaus River, Columbia and Sonora. Arco (Atlantic Richfield) publishes a small, condensed map which could be easily laminated to prevent wear and tear.

E. Activity Thirteen: Making a mobile to be hung in the classroom will allow students to show off a little about themselves – the part they are most proud! Beginning with "I AM" students are to write adjectives which describe personality traits they are willing to expose. Because of the time factor and difficulty in providing mobile materials, it may be more judicious to simplify this assignment. Students may prefer instead to draw their mobile on a piece of colored construction paper and hang with string or pin to a bulletin board. A simulated mobile is drawn in the working papers for students as another alternative. These, too, might be posted in the area where the group meets.

F. Activity Fifteen: Students will ask for Soap Opera Tape No. 1 and a tape player. It may be a good idea to review how the traits studied in this exercise will be evidenced. At the bottom of the page are some examples. Students might be asked for some additional ways to show courtesy, tact and patience.

G. Activity Sixteen: Students might have difficulty scoring their Self-Analysis. Some guidance and spot checking might be helpful here.

H. Activity Seventeen: Students may feel inadequate at writing a short story. Some assistance and encouragement might be necessary to get them started. Read the example aloud with them. Even more help may be required if they should decide to tape their own soap opera (or if it is assigned). The choice of which short story is to be dramatized is crucial to their success, therefore, guidance is critical at this stage. If students prefer, they might opt to dramatize the illustration, "How I Muffed My First Assignment with the President." The "Barnyard Noises" tape was prepared for this assignment. It may provide background noises which students may not be able to compose. The sounds can be recorded onto another blank tape along with the short story. It might be helpful for students to listen to the Soap Opera No. 1 again for a clearer understanding.

I. Activity Eighteen: Students may ask to use a chalkboard rather than writing in their Working Papers. This variation and the flexibility of the chalkboard may make this exercise more effective.

J. Activity Twenty-three: This might be one of the most difficult exercises for the group. In it they are asked to honestly react to one another. They are asked to write three positive and three negative characteristics about each person in their group. Students are directed to submit these typed references to the instructor. You can then decide if students have been candid enough (and could return them for more sincerity) or edit those which you feel would be a negative experience for a student. The reactions can then be returned to the person about whom they are written.

IN SUMMARY, THOSE MATERIALS YOU MAY NEED TO SUPPLY ARE:

1. Tape player and recorder
2. Butcher paper or a large sheet of paper
3. Dictionaries
4. A map of California with a detailed section of Sacramento Valley
5. A typewriter

A FEW ADDITIONAL IDEAS:

- The improvement of personality traits might be on-going with monthly evaluations made as to the progress of the student.
- If possible, video tape the dramatized soap opera, Activity 17.
- To aid students in Activity 14, discuss with students how to make introductions.
- Invite guest speakers who will talk about the qualities they look for in a job applicant or those qualities which would cause people to lose their jobs.
- Survey the community asking employers what they believe to be the ten most important job traits.
- Field trips to local offices might be scheduled to augment and emphasize many of the CCUBE competencies, including Working With People.
- Three films might be included with Working With People – each appearing after a section such as a) personal dilemmas people experience in their relationships with others, business or private, (following Section 2); b) a values clarification film relating to their self-concept (following Section 4); and c) dealing with troublesome people effectively (following Section 5).
- You may wish to have students stop after each section to have their papers checked before proceeding to the next part.

CLUES FOR THE LOST HORIZON'S GOLD MINE

1. A close-by national park may have lured other gold hunters in the wrong direction.

2. The number forty-nine might be useful.

3. From Los Angeles you would go north.

4. An important river flows nearby. Once a visitor to the region was insulted because it sounded like "Stand, You Slow!"

5. It is north of San Diego.

6. It is south of our state's Capitol.

7. Hang onto your gold! A direct route to San Francisco may come to part you from your glittering discovery!

8. There was rumored to be Chinese in a nearby camp – maybe Angels too (A West Germanic people).

9. From Redding you would travel south.

10. A "Mother Lode Route" would put you in the correct vicinity.

11. There may have also been Spanish settling the area as a nearby town is named after a state in Mexico.

12. The CITY you are looking for may have been named after one of the first settlements to be founded in Virginia in 1607.

13. The CITY you are looking for may have been founded by people from a South American country famous for its coffee beans!

WORKING PAPERS FOR WORKING WITH PEOPLE

ACTIVITY ONE:

Filmstrip, "Smiling Faces, Warm Relations"

Describe below the attitudes which made this group successful.

_____

_____

_____

_____

_____

_____

_____

What is the name of your group leader?

_____

ACTIVITY TWO:

Success is . . .

Working with People is . . .

ACTIVITY THREE:

Adaptability
Tact
Cooperation
Enthusiasm
Courtesy
Honesty

Dependability
Patience
Initiative

Loyalty

DEFINE:

PERSONALITY _____

_____

ATTITUDE _____

_____

ACTIVITY FOUR:
Your ideas as to what it takes for a group to function successfully.

1.

2.

3.

Your traits which wil' help the group succeed:

1.

2.

3.

What your group believes is important to its success:

_____

_____

_____

_____

ACTIVITY FIVE: Put your answer to the riddle below.

_____

_____

ACTIVITY SIX: Prejudice means . . .

_____

_____

_____

ACTIVITY SEVEN: Imagine this! Write your response below.

1. _____

_____

2. _____

_____

3. _____

ACTIVITY EIGHT: Name three physical characteristics which are used to stereotype people:

1. _____

2. _____

3. _____

ACTIVITY NINE: Respect for people's differences – finish the story below:

ACTIVITY TEN: Understand that cultural open-mindedness promotes tolerance. Trace the origin of ten words.

	Word	Origin
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

ACTIVITY ELEVEN: LOST HORIZONS GOLD MINE

Who is your time keeper? _____

What was your clue? _____

Where do you believe the mine is located? _____

ACTIVITY TWELVE: HOW DO YOU TELL ON YOURSELF?

1.

2.

3.

4.

5.

ACTIVITY THIRTEEN:

Whom did you introduce? _____

What do you want to remember about others in your group?

_____

_____

_____

_____

ACTIVITY FOURTEEN: A MOBILE

I AM

_____ _____

_____ _____

_____ _____

ACTIVITY FIFTEEN: SAMPLE TELEGRAM

SAMPLE

Telegram

Send the following message,

TO PLANET "MARS" OUTREACH INC.

ADDRESS & TELEPHONE NO. 220 Martian Way

CITY – STATE & ZIP CODE Galaxyville, Mars

3 qualities or Habits which mean success are:

1. _____
2. _____
3. _____

ACTIVITY SIXTEEN: HOW WELL DO YOU KNOW YOURSELF?

Instructions: Rate yourself to the best of your ability in the appropriate column. If your answer is not a definite yes or no, use the (?) column. Score yourself as follows: "Yes" 2 points; Question (?) 1 point; "No" 0 points.

	Yes	?	No
Your Work Habits			
1. Do you listen to directions carefully so that you don't have to ask too many questions?	___	___	___
2. Do you plan ahead so that you can keep more than one job moving?	___	___	___
3. Do you do a job in the best or the most suitable way, such as studying your problem and then arranging the procedure logically?	___	___	___
4. Do you do your best whether you enjoy what you are doing or not?	___	___	___
5. Do you usually do things right the first time?	___	___	___
6. Do you stick to a job until it is done?	___	___	___
7. Do you get your assignments done well, in spite of interruptions?	___	___	___
8. Do you study your lessons consistently?	___	___	___
9. Do you keep your materials and equipment neat and in order?	___	___	___
10. Do you have necessary supplies for class each day?	___	___	___
11. Are you proud of the work you do?	___	___	___
12. Do you work accurately and rapidly?	___	___	___
13. Do you proofread your work well?	___	___	___
14. When confronted with a question, do you try to find an answer yourself?	___	___	___

HOW WELL DO YOU KNOW YOURSELF? (continued)

Your Honesty and Dependability	Yes	?	No
15. Are you honest when you have a test?	—	—	—
16. When you are asked for your honest opinion, are you sincere?	—	—	—
17. Do you meet obligations promptly?	—	—	—
18. Are you the type of person who can be relied upon?	—	—	—
19. Can you finish a job without being reminded several times?	—	—	—
20. Do you submit your assignments at the time they are due?	—	—	—
21. Do you actually work on your studies when you are given time to study them?	—	—	—
22. Do you get to classes on time?	—	—	—
23. Are you punctual?	—	—	—
24. Do you admit your mistakes rather than make excuses for them ?	—	—	—
25. Can you handle a little extra work?	—	—	—
Your Personality			
26. Do you develop an interest in related areas of activity?	—	—	—
27. Are you sincere in your speech and actions?	—	—	—
28. Do you have confidence in yourself to handle a job or a situation well?	—	—	—
29. Do you greet people with a smile?	—	—	—
30. Do you have a good sense of humor?	—	—	—
31. Is the tone of your voice pleasant?	—	—	—
32. Do you speak clearly and distinctly?	—	—	—
33. Do you practice good manners?	—	—	—
34. Do you easily adapt yourself to new situations?	—	—	—
Your Poise			
35. Do you think of what you are going to say before you say it?	—	—	—
36. Do you dress appropriately for school?	—	—	—
37. Are you well groomed?	—	—	—
38. Do you feel at ease when talking with others?	—	—	—
39. Do you avoid emotional outburst and displays of temper?	—	—	—
40. Can you discuss something without arguing?	—	—	—
Your Tolerance			
41. Are you careful not to say things that might offend others?	—	—	—
42. Do you consider the feelings of others in your everyday activities; such as riding the bus, walking down the halls, or sitting in class?	—	—	—
43. Are you open minded and willing to listen to all sides of a question?	—	—	—

HOW WELL DO YOU KNOW YOURSELF? (continued)

	Yes	?	No
44. Do you respect the ideals and feelings of others?	___	___	___
45. Are you courteous and tactful when you come into contact with someone you don't particularly care for?	___	___	___

Your Health

46. Are you in good physical and emotional health?	___	___	___
47. Do you spend adequate time on your personal cleanliness?	___	___	___

Your Desire To Improve

48. Can you accept constructive criticism without resentment?	___	___	___
49. Are you able to give constructive criticism without offending anyone?	___	___	___
50. Do you show genuine appreciation when someone helps you?	___	___	___
51. Are you grateful for the opportunity of learning?	___	___	___
52. Do you have a definite goal that you are striving toward?	___	___	___
53. Do you really try to make the most of your talents, training and experience?	___	___	___

Your Relationship With Others

54. Are you enthusiastic about the clubs and activities to which you belong?	___	___	___
55. Are you pleasant and cooperative?	___	___	___
56. Do you try to help someone else if and when you can?	___	___	___
57. Do you treat your classmates with courtesy and respect?	___	___	___
58. Are you courteous and respectful to your teachers?	___	___	___
59. Do you try to get along with all types of people?	___	___	___
60. Are you a person who cultivates friendships?	___	___	___
61. Are you loyal to your friends?	___	___	___
62. Are you loyal to your school?	___	___	___
63. Do you keep confidences?	___	___	___
64. Are you courteous and respectful to your parents?	___	___	___

ACTIVITY SIXTEEN CONTINUED:

POSITIVE TRAITS	NEGATIVE HABITS

ACTIVITY SEVENTEEN:

WRITE YOUR SHORT STORY BELOW.

(You may want to type it!) The next page may be used for notes to organize your own soap opera, or to put the conclusion to your short story.

ACTIVITY EIGHTEEN:

List below the initials and descriptive words for three people.

POSITIVE

	Initials	Descriptive Words	
1.	a.	b.	c.
2.	a.	b.	c.
3.	a.	b.	c.

What were the five most frequently mentioned words in your group?

1. 2. 3.
4. 5.

NEGATIVE

	Initials	Descriptive Words	
1.	a.	b.	c.
2.	a.	b.	c.
3.	a.	b.	c.

What were the five most frequently mentioned words in your group?

1. 2. 3.
4. 5.

ACTIVITY NINETEEN – WORKING WITH PEOPLE

You can get some idea right now as to whether or not you will hold your job and get ahead. A great majority of people who fail to win promotional success or who lose their jobs or fail in business do so because:

THEY CANNOT GET ALONG WITH OTHER PEOPLE. THEY RUB PEOPLE THE WRONG WAY.

YES	NO	Just how well do you get along with other people? What would your score be on answers to these questions?
_____	_____	1. Are you loyal – to your family, friends, your school? (If so, you will likely be loyal to your employer – and loyalty is a must. If you find yourself complaining about your job, the hours, the pay, etc., then you should quit. If you don't you will find that the job will soon quit you.)
_____	_____	2. Do you admit your mistakes? Do you "pass the buck"? (Admitting a mistake will make the boss think more of you than if you try to cover up.) The only people who don't make mistakes are people who don't do anything.
_____	_____	3. Are you careless about being on time? (Punctuality is expected. It may not win you any promotions, but a lack of it will certainly win you unemployment.)
_____	_____	4. Do you give the impression that you think the world owes you a living? (It doesn't, you know.)
_____	_____	5. Do you grumble about the work you have to do? (Remember – you asked for work.)
_____	_____	6. Can you accept criticism? (It is through mistakes that we learn – IF we correct the mistakes.)
_____	_____	7. Do you pass your problems on for somebody else to solve? (You'd better watch out for this on the job – the ones who solve your problems may be the ones who get ahead instead of you.)
_____	_____	8. Are you loud and boisterous? (A calm, quiet manner is much more effective with everyone. "Easy does it.")
_____	_____	9. Do you show appreciation when someone does something for you? Showing appreciation doesn't cost you a thing, and will open many doors to you.)
_____	_____	10. Do you waste time on long-winded conversations? (Small talk and little people are very close traveling companions.)

They cannot get along with other people. They rub people the wrong way. Continued

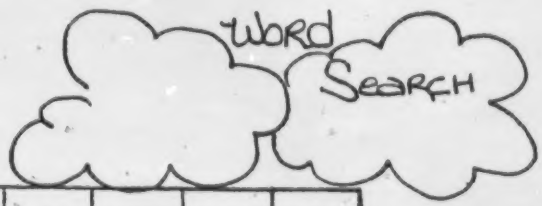
YES	NO		
_____	_____	11.	Do you keep your promises? (Making good on all your promises means you're dependable, and dependable people get ahead.)
_____	_____	12.	Are you a bluffer? Do you try to bluff your way through when you don't know the answers? (Bluffing seldom fools anybody, and it's a very good way to lose people's confidence.)
_____	_____	13.	Do you have a nasty temper? Are you moody? (Losing your temper is a quick way to lose the respect of others.)
_____	_____	14.	Do you keep putting off things that should be done? (Waiting won't make a job easier. Remember – A job begun is a job half done.)
_____	_____	15.	Do you belittle others; (We belittle only ourselves when we make others appear to be small.)
_____	_____	16.	Are you a gossip? (Many promising careers have been ruined by idle gossip.)
_____	_____	17.	Do you "soft soap" people merely because you think they can do something for you?
_____	_____	18.	Are you untidy? (To many employers, an untidy desk or untidy appearance indicates a disorderly mind.)
_____	_____	19.	Do you try to impress others by "hogging the limelight"? (Enthusiasm is fine, but don't push others aside.)
_____	_____	20.	Do you borrow money – or are you always "fresh out" of this or that, such as paper, pencil, etc.? (Shakespeare said, "Neither a borrower nor a lender be, for loan oft loses both itself and friend.")
_____	_____	21.	Do you try to be the teacher's pet? (Privileges must be earned.)
_____	_____	22.	Do you try to stir up dissatisfaction among others? (In the end, trouble usually bounces back on the troublemaker.)
_____	_____	23.	Are you a snooper? (People who look over other people's shoulders or listen in on their conversations or ask personal questions have found a sure way to lose friends.)
_____	_____	24.	Do you do just enough to get by, or do you try to do at least a little more than is expected of you? (In the business world, it's the person who works "beyond the call of duty" who gets ahead. Employees who are allergic to extra work and who watch the clock are generally overlooked when better jobs come up.)

ACTIVITY NINETEEN CONTINUED:

Name three ways you have difficulty getting along with others.

1.
2.
3.

Can you find the six positive characteristics? They are loyal, sincere, reliable, eager, honest and able.



D	R	T	Q	C	H	L	T
M	F	W	L	K	E	R	U
J	C	H	O	N	E	S	T
Y	S	Z	Y	L	J	I	F
R	K	V	A	Q	G	N	P
E	B	P	L	R	L	C	C
G	I	B	Y	I	V	E	H
A	M	A	T	B	X	R	O
E	L	B	A	I	L	E	R
S	W	C	E	T	Z	D	N

ACTIVITY TWENTY : Make your own word search below!

ACTIVITY TWENTY-ONE: Write a paragraph below about your image.

ACTIVITY TWENTY-TWO:

UNDER STRESS, HOW DO YOU GET ALONG WITH OTHERS?

A successful person whould know how to get along with others. By the *honest* results of this self-test, you will see how you are doing. Check your answers.

1. You meet a person you immediately do not like. You would:
   ___ a. Try to find a topic of conversation of common interest.
   ___ b. Avoid the person.
   ___ c. Try to put him or her in his place.

2. You are offered a job for which you are not suited. You would:
   ___ c. Try to bluff through it.
   ___ b. Refuse to try.
   ___ a. Admit your inadequacy and offer to learn on the job.

3. When dealing with people, such as sales clerks, waitresses, etc., you:
   ___ a. Usually smile and say something pleasant.
   ___ b. Are nice if they are pleasant to you.
   ___ c. Treat them impersonally.

4. You have been overcharged in a store. You would:
   ___ b. Pay the bill without saying anything.
   ___ c. Tell the clerk he has cheated you.
   ___ a. Ask the clerk to recheck the bill.

5. When you meet a person who is badly crippled, you:
   ___ c. Try to avoid him or her.
   ___ b. Go out of your way to be especially nice.
   ___ a. Treat the person as you would anyone else.

6. A friend has just bought a suit which you think is unbecoming. He or she asks if you like it. You would say:
   ___ c. "It looks terrible."
   ___ a. "I think you'll be happy with it."
   ___ b. "How's the weather today?"

7. You honestly feel that you:
   ___ a. Are interested in most people.
   ___ c. Are bored by most people.
   ___ b. Are only really comfortable with your own clique.

Under stress, how do you get along with others? (Continued)

8. In a store you are in no hurry, but the person after you is rushed. You:
   ___ b. Make your selection because it is your turn.
   ___ a. Suggest to the person to go ahead of you.
   ___ c. Take an extra long time just to calm him or her down.

9. When you meet people of different races or religions, you:
   ___ b. Have a secret feeling of fear.
   ___ a. Consider them as human beings much like yourself.
   ___ c. Are convinced your way of life is superior.

10. After a picnic you find there is no trash basket. You would:
   ___ a. Take the papers, bottles, and food home with you.
   ___ c. Leave it on the ground.
   ___ b. Try to hide the trash on the property.

SCORING:

Give yourself 5 points for every "a" answer and 3 points for every "b" answer. No points for "c" answers. Add up your score.

ANALYSIS:

35 to 50 points: You are very good in your relationship with others all of the time because you respect others and greet them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 34 points: You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the others person's shoes. Try working toward more of those "a" answers, and you will find that living is more pleasant than it is now.

0 to 17 points: You are having trouble – either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life; they take practice. Select someone you know who is truly gracious; analyze his or her actions, then adapt those traits to your own personality.

ACTIVITY TWENTY-TWO CONTINUED: 66

After taking analysis –

Score _____

ACTIVITY TWENTY-THREE:

Tear this page out of your working papers NEATLY. .

Type initials | Three Positive | Three Negative

ACTIVITY TWENTY-THREE CONTINUED:

Here's room for more initials and characteristics, if you need it.

List here the characteristics others told you about which you would like to remember.

ACTIVITY TWENTY-FOUR

GUIDE TO A SUCCESSFUL MENTAL ATTITUDE

TO YOU

learning the rules and using them ☐
a strong desire to improve ☐
using your knowledge ☐
having confidence ☐
accepting responsibility ☐
keeping your promises ☐
taking responsibility for your actions ☐
each day learning something new ☐
being enthusiastic ☐

TO YOUR JOB

being loyal ☐
using time to your advantage ☐
being willing and able to accept responsibility ☐
asking questions and remembering the answers ☐
improving each day ☐
learning something new each day ☐
being enthusiastic ☐

TO OTHERS

making people feel important ☐
being sincere ☐
avoiding gossip ☐
looking for good in others ☐
opening your ears, closing your mouth and learning to listen. ☐

INSTRUCTIONS: Put an "S" in those squares which you can PROUDLY claim to already possess. Put an "O" in those squares where you need some practice.

ACTIVITY TWENTY FIVE: a)
b)
c)
d)
e)

ACTIVITY TWENTY-SIX:

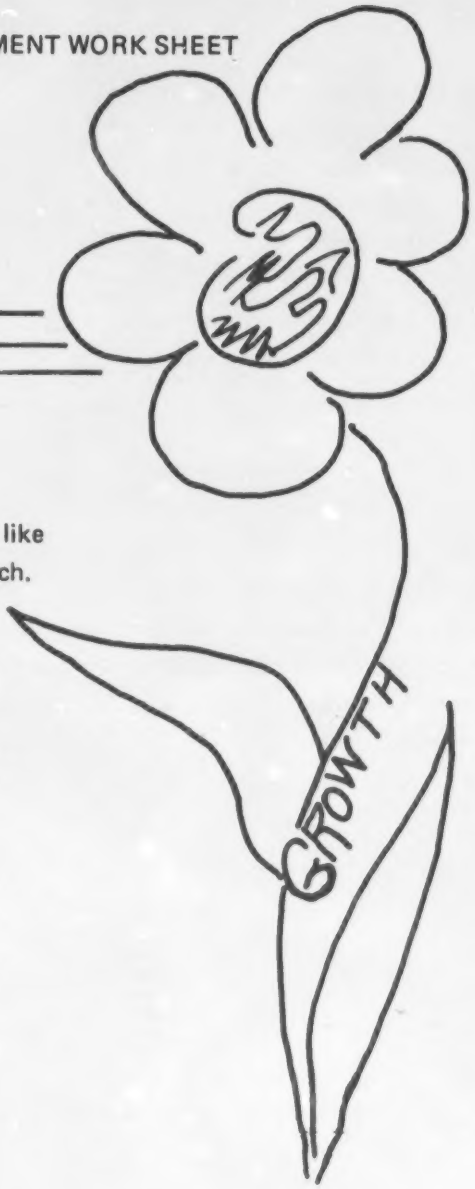
YOUR PERSONALITY IMPROVEMENT WORK SHEET

FILL IN THE INFORMATION REQUESTED.

1. Would you like to improve your personality?
   _____

2. What would you like to improve about yourself?
   _____
   _____
   _____

   These might be attitudes, characteristics or just habits.



3. Decide on one to three personality habits you would like to change and fill in the following information for each.
   HABIT:
   _____
   _____
   _____

   Describe it exactly. When does it most often occur?
   How do you feel prior to it happening?
   Are you aware it has happened?
   _____
   _____
   _____

4. How will you work to prevent it from occurring?
   _____
   _____

5. When do you hope to do away with it?
   _____

HERE'S SOME FRIENDLY ADVICE . . .

Watch other people who have the qualities you want!
Watch other people who have the qualities you *don't* want!!
Work only on one personality habit at a time!!!
Don't become discouraged if your plan doesn't work immediately!!!!
It takes time, but the effort is worth the struggle!!!!!

SECTION SIX: PUTTING IT ALL TOGETHER

Describe a most difficult situation below:

ACTIVITY TWENTY-SEVEN:

What If No. 1 . . . .

What If No. 2 . . . .

What If No. 3 . . . .

What If No. 4 . . . .

USE THIS PAGE FOR YOUR POST-TEST ESSAY.

Now that you've been evaluated, it's your turn. We'd very much like to have your sincere reaction to this learning packet. Please respond to the questions below so that we might improve the packet for future students who choose

WORKING WITH PEOPLE!

Your Name _____

1. How would you rate this packet in comparison to the other ones you have experienced?

   (High) 10 9 8 7 6 5 4 3 2 1 (Low)

2. Why did you give it that score (from Question 1)?

3. What did you like MOST about the packet?

4. What did you like LEAST? How could these be corrected?

5. Did you receive enough instructional guidance during your activities? In what areas would you like more help?

MAKE SOME GENERAL COMMENTS AND SUGGESTIONS BELOW:

6. Evaluate your own participation. How would you rate YOUR involvement and contribution in the packet? How much effort did you put out to make it work?

   (High) 10 9 8 7 6 5 4 3 2 1 (Low)

NAME_____ TOTAL SCORE _____

PRE-TEST I

WORKING WITH PEOPLE

Do your relationships with other people sometimes leave you confused? Is it ever difficult to understand why people react to you the way they do? Just how well do you get along with others?

This short, confidential questionnaire will give you more insight into your relationships with friends and acquaintances. Your answers will not be seen by anyone other than your instructor. So be honest – answer the following questions as openly and truthfully as possible. You've nothing to lose and perhaps a world of friendships to gain!

Instructions: Write the number which appears next to the most appropriate answer to the question on the left-hand line. When you are finished, add up those numbers for your total score. Write this number in the right-hand upper corner of this page.

Do you ever wish you felt more comfortable being part of a group?
_____ (1) Never (2) Seldom (3) Sometimes (4) Yes, often

Do people sometimes react negatively to you or express criticism of your behavior?
_____ (1) Never (2) Seldom (3) Sometimes (4) Yes, often

Are there characteristics about yourself you would like to change?
_____ (1) No, none (2) A few (3) Some (4) Yes, many

Are you satisfied with the people you have for friends?
_____ (1) Yes, very (2) They're okay (3) Only a few (4) No

Would people describe you as dependable with a positive attitude – someone they like to be with?
_____ (1) Yes, most (2) Some (3) Only a few (4) No

Do you feel confident meeting new people or introducing others?
_____ (1) Very (2) Somewhat (3) Nervous, awkward (4) I avoid it

How easy is it for you to get along with other friends or classmates?
_____ (1) Very easy (2) Okay (3) Difficult (4) Very hard

Do you feel other people are unfair or unreasonable; they must plain "bug" you?
_____ (1) No (2) A few (3) Some (4) Many

NAME _____ SCORE _____

POST TEST I

WORKING WITH PEOPLE

Please answer this questionnaire with the same honesty as you did the Pre-Test. In doing so, it will give you a basis on which to evaluate your group experience. Your score will be kept confidential between you and your instructor. Find out what changes you may have experienced!

Instructions: Write the number which appears next to the most appropriate answer to the question on the left-hand line. When you are finished, add up those numbers for your total score. Write this number in the right-hand upper corner of this page.

How comfortable do you feel with the group you have completed this packet with, Working with People?

_____ (1) Great, very relaxed (2) Good (3) Okay (4) Uneasy, nervous

Since you started learning how to go about getting along with people, have you noticed people react more positively to you?

_____ (1) Much more (2) Some (3) A few (4) No

Do you feel better about yourself now that you have had an opportunity to examine and make changes in your behavior or attitudes.

_____ (1) Yes, very (2) Better (3) Somewhat (4) No

Do you have a better understanding of what it takes to have satisfying friendships?

_____ (1) Very clear (2) Better (3) A little (4) No, still confused

Do you now feel you can be someone people might like to consider a friend?

_____ (1) Yes (2) More (3) Sometimes (4) No

The next time you are introduced to new people, how confident will you feel?

_____ (1) Self-assured (2) Good (3) Nervous (4) I'll avoid it

Have your friendships with other people become easier or do you now understand what it takes to make them more comfortable?

_____ (1) Yes, very (2) Better (3) Somewhat (4) No

Do you now have a better idea why people may react negatively to you?

_____ (1) Yes (2) Better (3) Somewhat (4) No

POST TEST II

WORKING WITH PEOPLE

(Five points for each question.)

1. Write an essay examining YOUR OWN personality. Include reference to eight of your personality attitudes that influence your job and relationships with others.

2. Write an essay examining important traits, attitudes and personality dynamics which are important to any group.

The last four questions are examples of situations which you may encounter while on the job. How would you handle these situations? What would you say? How would you act?

3. You've been working at Jack-in-the-Box for a month with several other high school students. One of the students has been drinking on the job on the manager's night off. Some of your customers have noticed his condition. What do you do?

4. You work for Southern California Edison as a customer relations clerk. There is a customer on the telephone who is alarmed at the amount of his bill. He explains he is on a fixed income and just can't pay this much for electricity. He is certain that there is a mistake on his bill. (He's right, there has been a price increase.) He also complains that the person reading his meter comes quite early and often wakes him up. He's old and needs his rest. What do you say?

5. Working for the Attendance Office at your high school has certainly been a convenient job and provides you with work experience credit at that! One of your friends, however, has been pushing you to clear one of his truancies without a parent note. This time he has come to your attendance window with a note he has obviously forged and expects you to give him a re-admit to class. An adult clerk is at the next window. What do you do?

6. Waitressing may not be what you want to do for the rest of your life, but it has been providing you with some cash for new clothes and maybe a trip this summer. There is, though, a consistent problem. One of the items on the menu usually brings complaints from the customer. The cook is a gruff, quickly angered person and you don't feel comfortable approaching him. However, you are the one who receives complaints when the food is burned or over-seasoned. What do you do?